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Dear Readers and Contributors,

Time flies by! A journal we seemingly started a short while ago is ready with the second issue. We have an interesting combination of articles. We have become in a way truly international with two articles from overseas. We thank you all for the trust and we have worked hard to live up to the high bar we have set for ourselves. This issue will see a lot on the research side than on the creative side. We had fewer contributions on that note. But we are positive that scholars would realize the heady potency of creativity and contribute sooner.

Hope this issue has been useful to teachers, trainers, facilitators, professors and research scholars to whom it is intended.

- Editor

Khaled Hosseini's Kite Runner

After a long hiatus, of bringing children up, I decided to return to my favourite habit of reading. I sauntered in the aisle of the book shop, flexing my fingers taking my time deciding on which book would do the honours of my foray back into the endless world of books.

I chanced upon Khaled Hosseini's 'KITE RUNNER'. Basking in the motherhood of bringing up two children, the book cover caught my fantasy. The cover had a young child peeping into beyond. The title too was captivating. A kite runner like I used to be in my childhood. I picked up the book fondly and brought it home with the pride of bringing home a pet.

I wanted to read the book specially. So it languished on my book shelf for a few months before the advent of that special time. In the meanwhile a review of the book was published in the local newspaper. I avoided reading it for a long time but couldn't stay away. I read the review and was a trifle disappointed and wondered for a while if I had made a wrong choice...ultimately proved was a short lived illusion.

It was vacation for the students at my Institution and I put up my feet on a chair, snuggled to a comfortable position and started reading. I kept reading for two days. After the first day as I drove home from work I was so excited to come back to work and finish the novel. By the way my work entails lot of material I collect and frame into lessons.....you see I was not ignoring my work.

At the end of the novel I had a huge lump in my throat and my heart was filled with a curious mixture of happiness and heaviness. It took me a long time to process the mixed feeling to sit and start writing this.

I wanted all my friends to read the book, and it definitely deserved a better review and I sat down to write about this book. Usually book reviews carry lineage. As methods compel them to be analysed in the structure of the novel, or the style in which it is written or the author's contribution biographically in shaping of the novel. Comparisons are made which are but natural in the field of literature. I wanted to record the book in a different way. I wanted to represent the book as a series of wonderful moments and my engagement as a reader with them, woven into this wonderful book.

I haven't googled 'Khaled Hosseini' yet because in my processing of the book I deliberately want to keep away from preconceived notions and for me he would always be recognised as the scriptor of this great story.

The Introduction of the novel has the present as a medium to delve into the past. As the boy on the cover peers into the unknown so we peer into the story.

The experiences of the narrator as a child is a memorable part of the book, blame it on my recent parenthood. The innocent camaraderie between Amir and Hassan gives us unending joy. Amir's pride in his father, wealth, good living as opposed to Hassan's crippled father, poor servant quarters. The bonding between the two characters is strong but tensed as on one level they are presented as two ends

of the divide between pashtun-hazara, shia-sunni, baba-ali and Amir's full formed face- the distortion of Hassan's harelip. On the other level both share the tragedy of losing their respective mothers and being nursed by the same woman.

The selfishness of Amir is to have Baba, his father all to himself. The child possessiveness of his father is so endearing and frightening. It is frightening, because, we, as readers have already established our sympathies with Hassan. We feel very protective about him. His loyalty to Amir is so obstinate that we instinctively know that he is going to land in trouble. The simplistic approach to life, the way Amir's baba (father) had is seen in Hassan too with whom Amir's baba (father) shares affection. For Amir's father everything is either black or white, for Hassan everything is about keeping Amir happy and hence courts trouble. On the contrary Amir who uses unjust methods of gaining his father's attention is always free from trouble.

Amir is like all of us, regular human beings who by default are self centered whereas Hassan demonstrated the noble values of loyalty and sincerity. It could be any of our stories. Incidents during childhood where out of ignorance we do so many things which cause regret when we grow up. Friends, deceits, lies and secrets, could be from any of our lives. Hassan's loyalty subjects him to abuse and Amir is witness to it. He holds the power to stop but chooses not to do anything about it. That becomes Amir's essence of existence and until he decides to take this confrontation head on does he start to heal.

Amir and Hassan for a period move on with the course of life destined for them. Through hard times Amir and his father move to America, Hassan stays behind to face the life offered in the war and Taliban torn Afghanistan.

The novel revolved around the Kite Festival and the tradition of collecting the winning kite. This novel and Amir's journey through the novel becomes a metaphor of this festival. Like Hassan ran to collect the prized kite for Amir, Amir undertakes a journey to collect the most prized, a boy and Hassan's son from the hands of Taliban.

The strength of the novel is the way the characters are etched. The portrayal of characters is so real and human that they force you to undertake the journey with them. This force is like a strong current of water from which there is no relief. You get inundated in their life, experiencing the pain, the guilt, the blind loyalty and the human element of redemption.

One sure concept I take home from the book is the concept of theft elucidated by Amir's baba. How the one and only crime is 'theft'. Every crime ever committed on earth is a kind of a theft. A murder is stealing a person's life from him and also stealing him from his loved ones. It sure has changed my perspective of life.

A very memorable book! I had to to collect and disengage my emotions for this review to be presented. A very powerful novel after I watch the movie version maybe I will come up with an article about how this story was represented in the two different media.

And Yes, the book made to one of my book review writing sessions for the students!!!

- Dr. Mrudula Lakkaraju

Concern for the other?: An insight into the discourse of Mark Twain and Walt**Whitman**

Shabnam Lohani

Introduction:

Men since ages have been inflicting pain on animals in the name of science and religion. Human beings use animals for food, clothing, research and entertainment. And because of these animals in our society are merely treated as inanimate objects that have led to exploitation of the animal species. Cruelty and brutality of the animals have led to the grave problem of extinction of certain animal species which in one factor responsible for ecological imbalance. Talking about extinction of endangered species Paul Ehrlich states:

“In pushing other species to extinction, humanity is busy sawing off the limb on which it is perched.”

But today fortunately it is observed that people have slowly developed awareness about this problem. Human beings have been slowly realizing that there is a pressing need to protect the planet from destruction and for that human beings have to make attempts to protect the ecological diversity which includes animals. And as a result there has been growing awareness about animals, their behavior and their rights. Thus the ethical values, principles and obligations are being slowly developed to save animals from unnecessary pain and cruelty. As this has happened, writers, artists, cultural theorists, literary historians, and philosophers have also been exploring how environmental questions go straight to the heart of our culture as well as our society. More and more authors have been coming up with the questions of ethics of man concerning the animal world. One among them is Peter Singer, an influential figure who talks about animal rights in his works. He believes that it is wrong to torture the animals for the selfish purposes of human beings. Addressing the question of animal rights in his book *Animal Liberation* he interrogates:

“Would experimenters be prepared to carry out their experiment on a human orphan under six months old

if that were the only way to save thousands of lives?” (Singer 1990:81).

In response to the above question Singer further states that:

“If the experimenters would not be prepared to use a human infant then their readiness to use nonhuman animals reveals an unjustifiable form of discrimination on the basis of species” (Singer 1990:81).

Peter Singer believes that animals should be liberated from all kind of agony, misery and exploitation. And for this he believes that one need to develop a habit of vegetarian diet and boycott the product that are produced by making the animals suffer. Levinas is another philosopher has also talked about animal rights. His ethical theory of ‘*The Other*’ and the concept of alterity, proximity and face to face encounter aim at giving recognition to the rights of animals. Talking about animal rights Levinas says that recognition to the animals can be given only through giving them their rights. Along with Peter Singer and Levinas, J.M Coetzee; the Nobel laureate has also presented his idea on animals and their exploitation in his novels like *Lives of Animals* and *Disgrace*. He strongly denounces animal cruelty and favors the animal rights movement.

Mark Twain, the American author and humorist is also among one of them who has made an attempt to justify the legal status of animal in our social community and have expressed their concern for the animal world. Mark Twain was an animal rights activist. His literary endeavors played a vital role in raising the conscience of society for animals and about the exploitation done to them in the name of science and religion. Because of his efforts in advocating animal rights he earned the status of being the prominent American of his time who highlighted the issue of Animal Rights and their welfare in his works. Animals occupied a central

position in his works. This could be seen in his essays like ‘Damned Human Race’, ‘A Fable’, and ‘The Lowest Animal’. He in his works has explored many issues related to animals and one of them is vivisection. Talking about vivisection and its brutality he says:

“I believe I am not interested to know whether Vivisection produces results that are profitable to the human race or doesn't. To know that the results are profitable to the race would not remove my hostility to it. The pains which it inflicts upon unconsenting animals are the basis of my enmity towards it, and it is to me sufficient justification of the enmity without looking further.” Letter to London Anti-Vivisection Society, May 26, 1899. (<http://www.twainquotes.com/Vivisection.html>)

To study the stance of Mark Twain for animals and their rights it would be best to study the essay ‘The Lowest Animal’. The essay appeared in the book *Mark Twain on Man and Beast* by Janet Smith published in 1980. It is written in a satirical tone, where Mark Twain taking aid of humor satirizes the entire human race by addressing them as the “low Species”.

The main argument in the essay is that man has descended from higher animals. To support his argument, Mark Twain in the essay contrasts the traits and disposition of man with that of animal and attempts to reverse the theory of Darwin “Ascent of Man from Lower Animal” to “Descent of Man from higher Animal”. He justifies his new revelation through scientific method where every postulate is presented to the crucial test of actual experiment.

By comparing the traits of man with that of animals, Mark Twain highlights nine points in his essay which proves that human being are at the lowest rung. The points mentioned below justify his stand in claiming the superiority of animals as “higher ones”.

- 1) Man is the only species on earth that is covetous. Whereas in animals as soon as their need is satisfied the animal is content, but man thinks in terms of future and accumulates. Animals are content with what they have whereas human beings are not.
- 2) The element of revenge is present only in human beings where he harbours insult and injuries, broods over them till the time he

takes revenge. Whereas this traits is not found in animals. While in animals, the cruelty for the sake of pleasure is not found.

- 3) Animals engage in individual fights. Whereas men organizes masses for the fight. Man is the only animal who can slaughter a stranger of his own kind without any reason.
- 4) Man is the only animal who encroaches upon the rights of the others whereas the non-human animals do not possess this trait of encroaching upon others right and property.
- 5) It is human beings who have developed the system of slavery which is totally absent in the animal world.
- 6) Man is the only religious animal on this planet who can cut the throat of his fellow being in the name of religion. Whereas the non-human animals have no religion.
- 7) Man is the only species who contracts disease right from his birth to his death whereas even though Higher Animals live in a wild state they contract very few diseases and that too because of old age.
- 8) Man is the only animal who is engaged in corruption. Right from the early age he is engaged in the process of waylaying, persecuting, and killing and shows no mercy till he breathes his last. Whereas this trait is not found in non-human animal

The most striking point highlighted by Twain in his article which appears to be interesting and adequately justifying the inferiority of human race is the presence of morality. Man is the only species on earth that has moral sense and in spite of this sense he engages in cruelty. Twain strongly asserts that human beings are vulgar, obscene, cruel, greedy and immoral because even though they have moral sense and conscience yet they do wrong things.

Towards the conclusion of the essay Mark Twain admits that human beings can claim their superiority over other Higher Animals in only one case and that is of intellect. But he laments the fact that human beings use their intellect to degrade themselves by engaging in corruption and cruelty. The question here arises that when man is structured with so many

flaws how can he claim his superiority over other animals.

Mark Twain has very bitterly satirized entire human race, but he ignores the positive aspect of human beings. Though there are several positive aspects about animals superiority, one cannot ignore the one sided approach of the essay. This is because Mark Twain's view are coloured by the ruthless violence that he witnessed during civil war. Even though the essay appears to be one sided, it has an element of truth which human beings need to accept.

The rhetoric of Mark Twain very cleverly changes the theory of Darwin i.e. "Ascent of Man from Lower Animal" to "Descent of Man from Higher Animal". The essay very effectively justifies his claim about the degeneration of human beings from far ancestors; where at present human beings have reached at the abyss of development.

Unlike Mark Twain, Walt Whitman has expressed his views about the superiority of animal in his poem 'Songs of Myself'. The poem appears in the collection of poem called *Leaves of Grass*. The thirty second section of poem 'Songs of Myself' is written in the praise of animals. The lines of the poem are as follows:

I think I could and live with animals; they are so placid and self-contained'

I stand and look at them long and long.

They do not sweat and whine about their condition.

They do not lie awake in the dark and weep for their sins,

They do not make me sick discussing their duty to God,

Not one is dissatisfied, not one is demented with the mania of owning things.

Not one kneels to another, or to his kind that lived thousands of years ago,

Not one is respectable and unhappy over the whole earth.

Mark twain in his essay 'The Lowest Animal' talks about the superiority of animals by highlighting the negative qualities of human beings, whereas Whitman highlights the positive qualities of animals

to prove the superiority of animals over man. Whitman in the poem highlights eight points admiring animal qualities which prove their superiority over man.

- 1) Animals possess a tranquil nature. They do not ruffle for small matters as human beings do.
- 2) Animals are the only content beings, satisfied with what nature has given them. They do not crave to possess things. Their needs are limited compared to limitless wants of human beings.
- 3) Animals have no religion.
- 4) The principle of equality is followed by animals. In animal world no one is superior or inferior. All are equal. Therefore their society is in the real sense an egalitarian society.
- 5) They can always rest in peace because they do not suffer from the sense of guilt like human beings suffer which often disturbs their sleep.
- 6) They are the creatures who are always happy with their life provided human beings do not encroach upon their rights and cause pain and suffering to them.
- 7) They are the creatures who never complain, groan or moan.

Walt Whitman is so much overwhelmed by the simplicity of animals that in the poem he expresses his wish to live with animals because he finds them better compared to human beings. He is fascinated by the way animals live and praises their quality. Thus Watt Whitman like Mark Twain effectively justifies his stand of considering animals as superior creatures on earth by praising the qualities of animals which human beings lack.

Conclusion

As literature today has become interdisciplinary it has started intersecting environmental issues and human society. Authors through their literary undertakings have tried presented the idea that Human being have to accept one conviction that all

that human civilizations are inseparably link to the natural world, and that connection can and should be understood at various levels of complexity. To bring awareness among the entire human race about magnitude of the environmental crisis writers like Mark Twain and Walt Witman through their works have looked out for bringing in their studies relationship between human beings and the natural sphere. Both in their own style they have pointed out that the notion of considering animals as an inferior race to that of human is wrong. And this stand they have very articulately presented by highlighting the good qualities in animals that are very rare to be found in human beings. The insight of Mark Twain and Walt Witman on the issue of animal's right and their welfare poses one question that if animals are better than the human beings then what rights do human beings have to control the lives of animals? Human beings should ponder over this question and give better treatment to animals for their sustenance.

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The Balance of Time and Place in *The Shadow Lines*

T. Gayathri

“I always dreamt of becoming a writer” says Amitav Ghosh, world known Bengali Indian writer in English literature. He has got the credit of writing the historic fiction with the backdrop of individual suffering caused by political and social milieu. He personalized all the silent voices and depicted the story of *The Shadow Lines* by intertwining nature of cultures. In Bengali culture, “writing is the most greatly valued and that was my inspiration” says Ghosh. His fictions reflect the “Migrant sensibility”, with his central characters that are mainly travelers and diasporic exiles. Ghosh’s interlocking of distinct times and distant places are highly extreme.

Amitav is an urban based novelist tries to recover the idyll of the world from the experiences of his childhood. As an emigrant he explores the native sensibility with the fragments of his ancestral memory. We can’t find a routine theme in his works. They are all thoroughly researched in a unique manner with a tough narrative technique.

Meenakshi Mukerjee says: “The apparently simple narration of *The Shadow Lines* is in fact a complex jigsaw puzzle of varied time and place segments including some magic pieces that mirror others”¹. Constant change of time and place show his scholarly co-ordination in narrating the story. He represents two significant techniques, the picaresque and social realism, to represent Middle East fiction. He gave voices to his characters to question the leaders, through his communalism, colorization, re-colonization, neo-colonization is recurring thoughts in Ghosh’s work.

1984 was a momentous year for India; there was a separatist violence in the Punjab, military attack on the Golden temple of Amritsar, Prime Minister Indira Gandhi’s assassination, followed by riots and great disaster in Bhopal. All these events shaken the

lives of Indians in many ways. Amitav took all themes to his fictional work. “Looking Back” he says “I see that the experiences of that period were profoundly important to my development as a writer”². His narrative style in ‘*The Shadow Lines*’ is more sophisticated and realistic in describing the real political events. When he moves through his corpus of writing, it is clear, Ghosh has by now become a bit notorious in his bold embrace of new genres and styles when ever he undertakes a new work of art.

The fundamental aspect of novelistic technique is the point of view from which the story is told, since that would determine the realism in a story, Particularly ‘*The Shadow Lines*’ is a continuous journey into one self which dissects the person physically and psychologically. To study the characters of Amitav Ghosh we should read his novel adopting psycho analytic criticism. It has offered a fairly, reliable insight into the dark and strange tracts of the human mind. The protagonists of such kind of novels find themselves odd with the society and under go various degrees of psychological transformations. All these forces changes the personalities of different characters getting them finding a transcendental, superficial, critical way of solving the problems.

Through out the novel Ghosh introduces a typical web of interrelated images to achieve an artistic integration between his vision and the lives he has portrayed in the novel. But the images and the memory dominate the narrative. Deeply touched by the violence, Ghosh describes riots of 1984. These details are relevant to any riots and any kind of violence that takes place in the entire world. In *The Shadow Lines* using an unusual narrative technique the writer reveals the details of the 1984 riots in small references – it is revealed through the narrator’s own memory of his

suffering, the news paper reports, Robi's accounts and finally May's account. The reader learns the entire story told by the nameless narrator. The narrator was very much influenced by his uncle Tridib who makes the world practical for the narrator.

In *The Shadow Lines* memory plays very significant role weaving the past and present, Childhood and adulthood of the narrator, different incidents in Bangladesh, India and east Pakistan and many other interlockings of sub plots generated by memory which determines the form of the novel, its diversions its conclusions, its wide ranging narrative-technique, exemptions writers innovative combination of Time and Place together. The narrative voice in *The Shadow Lines* establishes the close correspondence between the realm of memory and lived experience. Most of the part of the story was revealed from the memory of Thamma, narrator and grandmother.

'Memory' is past and in 'Real' struggle exists she cannot digest the changes that took place in her home place east Bengal (Bangladesh). Ghosh presents this mental status through her question "where is Dhaka?". The identities are changed by the partition. She was horrified and gives a philosophical expression at Jethamoshai where he had to accept ever thing which was once strongly opposed by him. He just calls her 'a woman', 'a strayer' because of partition. Individual struggle, helplessness, loneliness and anxiety are beautifully brought out by Ghosh in these incidents, which he calls, 'struggle with silence'. With the death of Tridib Ghosh says the division is 'false nationalism' which gives nothing but a sense of loss, rivalry and terrific fear of violence and death of innocent people as we do find the same feeling in Tagore's universalism. This is merely not a story among different characters but an eternal suffering of every man torn between the past and present.

The different voices and characters that constitute the memory becomes the narrative voice, which unifies and integrates the divergent

strands of the events taken place in *The Shadow Lines*. The memories and experiences of other characters filters through the consciousness of the narrator and he re-narrates them, and the reader is carried away by the multiple levels of the narration. This novel has multiple layers of themes and complex narrative structure. It is very interesting to see how the unnamed narrator weaves together the multiple stories of three generations of two families i.e. the private and public lives of Mayadebi and Mrs. Price in the past and present.

Exactly in *The Shadow Lines*, the relationship between the narrator and Tridib is unique relation between a growing boy and a grown up man. The precise mention of dates and locations draws the attention of the reader to many incidents; this is best illustrated by the sequence of 'cellar scenes' whose fragmented narration is spread, back and forth, over the length of the novel. It is a sequence that begins with the eight-year-old Ila dragging the hero into an unused dusty hall of the family house in Raibajar to play houses with him, and ends with the final scene between them many years later in the cellar of the prices' house in London.

'Time' is an extraordinary element in the novel. It is sometimes 'illusory' and sometimes 'concrete'. Ghosh is very skilled writer in imposing "the art of recollection" to the narrator. The story moves very swiftly irrespective of time from one generation to another. 'Space' has been given a vivid description of even smallest place in the novel. Both 'Time' and 'space' transcends the render to the narrator's psyche and helps in experiencing and viewing the events in the reality.

The conventional method and the order of chronological sequence is subverted by the narrative voice, which has an implied author and distinct from the real author. While observing the autobiographical impulse behind the narrative, *The Shadow Lines* reflects the existence of nameless narrator resembling the personal life experiences of Amitav Ghosh. The

narrative is not sequential; it is highly interrupted by the intrusion of memory and gives us the alienation effect. The story of choudaries and prices set in India and England provides the narrator learning contemporary political events, such as quest for freedom, theme of alienation, roles of demarcations which differentiate the states. To project all these, narrator evokes some post-colonial and cross-cultural encounters.

His narrative weaves a complex web linking the historical and fictitious. The narrative incorporates epistolary memories, oral stories and news paper accounts the narrator himself is structured by the experiences that invite the reader's participation. In this creative relationship between the narrator and the reader, reader starts interpreting the meaning of story, according to his own ideological context and up to his level of knowledge even the writer is pulling him into his own beliefs and assumptions.

Given such a vast scope in terms of space and time, the important questions naturally would be the method of narration a fundamental aspect of novelistic technique is the point of view from which the story is told, since that would determine the verisimilitude of the story. Amitav Ghosh's *The Shadow Lines* too makes use of a first person narration. However, the unnamed named narrator in *The Shadow Lines* does not affect the reader's belief, because, despite his anonymity, Ghosh's narrator is a perfect placed character. The precise class location of his family, Bengali middle class is minutely described, with its pulls and tugs, conflicting values, the dominant and deviant members, and relentless compulsions.

Navy kapadia calls this novel, 'political nuances'³ (Kapadia 122) and its portrayed of interpersonal relationship viewed as metaphor, political truths, people's intolerance towards the division of countries. The entire novel consist the back drop of political history. The colonizers who came to India Mr & Mrs Price and the migration of Indians to America,

Mayadebi's families who settled in Bangladesh, Jethamoshai and in Calcutta the family of narrator all the setting of place, characters, problems which are caused the death of people Tridib and alienation Ila are intertwined together only with political concept.

Ghosh's works all enriched with a rich vocabulary which exemplifies the narration which can be easily visualized by the reader. Ghosh is basically a tough writer poses his characters, Jewelled with enormous description of vocabulary. The partition of India and Pakistan inspired many writers took this theme of national partition. But Ghosh creatively projects the present novel in a way how the partition still effects the older and also the younger generation. The new writers are specialized in experimenting the narrative technique and their usage of English language.

As G.N. Devy says "The Indian writers in English have started enjoying telling stories in the rambling manner of *The kathasaritagar*, and telling them in one or the other Indian Registers of English They combine a great playfulness with a serious involvement in history"⁴ (112 TSL).

Ghosh portrayed the characters of grandmother, and Ila with a similarity. They both live on with their self-created truth, which is nothing but an illusion. The free-worlds of Ila and grandmother are the self-built circles in which they hide every time in their lives. Ghosh manages in masterly way the mingling of past time (memory) and present time (reality).

The past is constructed through references to houses, photographs, maps, road names, news papers, advertisements etc., this technique allows the reader to examine the text with diverse co-texts and validate author's perceptions of his time and milieu covered by the novel. In the opening lines, the narrator refers to his Mayadebi's visit to England and establishes the narrative frame work.

Although Ila and the grandmother are in many ways resembled images of each other across generations in their absolutism and rigidity about their own concepts of freedom, but their situations in the novel are not symmetrical. Ila is confident in her belief that history can only happen in Europe. What happens in India, Malaysia or Nigeria famines, riots and disasters are local things after all . . . nothing that is really remembered. Her arrogance takes for granted the centrality of a ready made western narrative that has been easily available to her and in which she has always wanted to belong either as blue-eyed Magda or as a trendy communist.

Ghosh presented sense of belongingness through two characters the one Grandmother and the other Ila. When Thamma was about to move to her home she was so excited that she asks about the boundaries whether they are visible. She uses 'coming home' instead of 'going home'. It shows the emptiness and pains of life caused by boundaries. The grandmother's desires to preserve her own Dhaka where she had lived and her inability to accept the present however beautiful it is, clearly focuses on the issue of her search for identity countries can be divided by drawing lines but memory can't be divided. As Tridib says "Why don't they draw thousands of little lines through the whole subcontinent and give every little place a new name? What would it change? It's a mirage; the whole thing is a mirage. How can anyone divide a memory? (247 TSL)

Ghosh presented each character with a freedom to create his/her own stories, so that he/she doesn't get trapped into someone else's construction of reality. But where the novel is in first person narrative technique it gives egoistic feeling of the narrator. Thus projects only one point of view, however mellowed and dispassionate it might be. Ghosh succeeds in winning the sympathy of the readers for all his characters. The narrator also tries to resist being swallowed up by narratives made up by others.

As Suvir kaul observes "crowning irony of *The Shadow Lines* is that almost as soon as Thamma realizes the legacy of her birthplace is not separable from her sense of herself as a citizen of India her nephew Tridib's death at the hand of the Dhaka Mob confirms in her a pathological hatred of 'them' (283)⁵

In *The Shadow Lines* Ghosh attempts to create an image of global inclusiveness in which various cultures intermingle with one another to create a single unified global picture. The Rain Forest near Rai Bazaar is imported from Brazil and Congo. The global sweep of Ghosh's narrative is remarkable and it is not even matched by the encyclopedic knowledge of Tridib, or by the incessant travel of Ila. In this way it can be seen that *The Shadow Lines* has moved a long way from the totallising narrative of homogenized community.

Ghosh even criticises militant nationalism. Even though the novel has many themes like 'partition', 'post colonialism', 'theme of alienation' etc., the dominating theme the novel deals with riots in independent India. Significantly the writer doesn't elaborate on the actual events or violence. These are no detailed descriptions of physical harassment, brutal murders, of ghastly dead bodies and yet the novel remains one of the most appealing Indian English novels as Ghosh goes beyond the violence.

Partha Chatterje in 'Nationalist Thought and the colonial world' questions fundamental motions of nationalism, when he claims that as an ideology, it "is irrational, narrow, hateful and destructive" and further that it is a totally European construct whose "Fervent romanticism" and "political messianism" can only spell the "annihilation of the freedom".⁶ Exactly Ghosh also presents all these opinions in this novel while describing what is nationalism, in different point of views.

The opening of the novel, itself smacks of historiographisation, as does the background of wars against which the narrator plots his own

history and that of others. Ghosh presented the narrator, a diluted historian, whose personality merges with the personality of Tridib, makes him undoubtedly, the best person to play historian to a past which exists only in memory and has no visible traces.

Ghosh seems vary of it and has provided some elements of humour in the novel, which sounds extremely catchy. Ghosh's sense of humour prevails almost through the entire novel, in the choice of words in Bengalee which are thoroughly enjoyable and carry the flavour of Calcutta. Ghosh gives a very vivid and detailed account of some salient aspects of his place of birth, where he spent his adolescent years.

Though the novel has first person narration in terms of time, it has a dual point of view-that of the child and the adult narrator. And events encountered in childhood are once again brought into focus when the adult narrator views them from the perspective of cumulative knowledge. In other words the narrative voice, now that of the child, and adult complexion-crosses the novel.

Ghosh projected theme of alienation in the quarrel took place between pecola, a negro and Ila, who studies in London. Ila with her cross-cultural mind set thinks that India cannot give freedom to her. But she fails to get 'freedom' even in London. She had a quarrel with pecola who chases her with Jealous of Ila's charm and knowledge. She was bitterly isolated and Mr. Nick also failed to rescue Ila. Both pecola and Ila have been conditioned into believing that they can be happy and beautiful only if they are fair-skinned, blonde haired and only if they possess a pair of blue eyes. This reason makes Ila to live in London and makes

her to speak that she hates India, where the physical appearance and freedom is absent.

In spite of being 'liberated' from her culture, Ila is not able to liberate herself from self-deception. Surprisingly even though she has once been the victim of a racist attack, she prefers Britain to the "bloody culture" that India has to offer. It is in the light of this interesting dialectic on nationalism, provided by the clashing and conflicting ideas and attitudes embraced by the narrator's grandmother and his cousin Ila, that the narrator or Ghosh in an introspective way pictureses repeatedly his own political and national dilemma in the novel. Grandmother's nationalism and Ila's Internationalism creates a conflict in the mind of the narrator. Thus Amitav proves to be a typical novelist with the usage of vast description through unique narrative technique. The novel concludes giving indirect answers to many problems raised in the novel.

NOTES

All the Quotes used in this article has been taken from Amitav Ghosh, *The Shadow Lines* (New Delhi: Ravi Dayal Publishers 1998).

1. Meenakshi Mukherjee, Maps and Mirrors; Co-ordinates of Meaning in *The Shadow Lines*, P.266.
2. Amitav Ghosh, *The Ghosts of Mrs. Gandhi, the Iman and the Indian*, P.46
3. Kapadia, Novy – 'Contrasting strands of political Nounces in *The Shadow Lines*. In Dhawan (222-29).
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6. Chartterjee, Partha – Nationalist thought and the colonial world, OUP, Delhi (1986) pg. 7.

Caste, Race, Communities and the Problems of Marginality and the Identity Issues
in Namdev Dhasal's and Alice Walker's poetry

G. S. Baviskar

Histories of Afro-Americans and Dalits have been projected by the writers, thinkers, philosophers and intellectuals of different ideologies from the time of colonization to the era of globalization. In Indian and Afro-American countries the conformist Ideologies still believe in keeping the upper hand over the other castes and classes through the religious threats and tenets, and as a reaction to this the ideology of the depressed classes raise the strong protest against the age old religious conformist order and wants the revolutionary scientific changes in the society. Indian history is the history with the two different perspectives in which one believes in the heavenly world ruled by earthly gods and religion while the other in science that amalgamates everything on the cause of reason and follows *Buddhipramanyawada*.

African American literature is raising its strong protest against the colonizers who colonized and are colonizing the natives in the land that naturally belongs to them and not to the colonizers. African-American Literature is shining in this globe, but the literature written by the depressed class in India is still considered Marginal, but it is not marginal in the real sense of the term. It has its rich History, Reputation, and Significance and furthermore, it is Unique, so it stands its own. Some of the so-called higher class people still consider their imaginative and religious literature significant but actually it talks nothing but the fate, destiny, parapsychology, clairvoyance and astrology. But even after this truth the Dalit Literature is considered insignificant and furthermore blamed by the assumption that it does not go beyond the caste and marginality. Therefore an attempt is being made here in this research paper to prove how the blame of the so called Brahmin Ideology is baseless as the Dalit literature like

African-American Literature, written in almost all the languages projects and inculcates the universal values of love, freedom, fraternity, equality and fraternity and the social justice which were never projected in the Brahmin Manupranit Ideology and literature.

Depressed classes have been exploited by the people of the conformist order. Today, Hindu religion and its pernicious ideology is the source of inflicting atrocities on the dalits in the country. In this context Kamala Das' raises her voice against the inheritance of religion in her poem *The Inheritance*. She calls the Inheritance of the religions a virus that has almost been infecting the minds of the people living in this country who follow all the religious rituals and believe in its order set up by the God Brahma, the mother cum father of all the varnas.

She writes in her poem of the conformist order:

*Slay them who do not
Believe, or better still, disembowel their young
ones
And Scatter on the streets the meagre innards.*

It means those who oppose the rule of obnoxious religions and does not follow it destroy them and this act of destroying will create a strong sense of perennial fear in the minds of the masses, and the system of so called conformist religion and its heritage will be continued and the voices of the non believers will be silenced forever in the religious order created by the so called earthly Gods who produced the obnoxious religious literature to dupe the large sections of society to serve their purpose of hierarchy in the Chaturvarna system.

Life of downtrodden Indian class is comparable with the life of African-Americans. Racial ethnicity propelled Afro-Americans to accept

the racial set up that made them to sell themselves and their children to whites as slaves. The colonizers called the blacks obstruction to progress as this is the mentality of the colonizers that they assume themselves intelligent and best in all the other human beings. Such conformist race of people denies any contribution of the blacks in the progress of the nation and regard the enslaved in terms of obstruction to the progress of the nation. Alice Walker raises her protest here. She writes:

“So, then they said - we were

**Obstructing Progress.
But we knew the rhythm of our days
and knew that we were not obstructing
Progress”**

Second, history has seen the protest of the African-Americans against the racism as the voice, asserting their human identities and the waging of civil war to put an end to the system of slavery. The dalits did not wage any civil war as such to obliterate the caste system but penned their revolution with writings.

Ethnicity and racism destroyed the very existence of the African-Americans in their motherland. Alice Walker puts this truth her words. In the poem *First They Said*, she writes:
*“They said: you are right. It is not your savagery
or your immorality or your racial inferiority or
your people’s backwardness or your obstructing
of
Progress or your appetite or your infestation of
the land that is at fault. No.
What is at fault is your existence itself.”*

She presents the pathetic, utter plight of her race. **She writes:**

*“But we knew we and our children
were starving and our villages were burned
to the ground. So we knew we were not eating
too much or taking up too much of the land.”*

“First, they said” is sung by the victims of discrimination (“we”) about their perpetrators

(“they”). This song becomes universal as it is a comment on the plight of the suppressed and oppressed people.

Alice Walker, after projecting the truth, raises her voice as she desires for the change and progression in her society. The poem *On Stripping Bark from Myself*, from her collection *Good Night Willie Lee, I’ll See You in the Morning* embodies her ideas to an extent:

*“I find my own
Small person
A standing self
Against the world
An equality of wills”*

The colonizers were the outsiders. They invaded the other countries and defeated the natives and started ruling through the pernicious religious system to strangle the natives in the web of slavery. Namdev Dasal’s question is very heart touching in this context. In *Golpitha* he raises the strong voice. He writes:

***“When Darkness encountered the sun
Words thundered
How long shall we remain trapped
Suffocating in the prison-hole of Hell?”***

The ruthless masters of cruelty and inhumanity ruled the natives in India and the truth is that the Muslims, French, Dutch, Portuguese and then the British came but the Bhats kept strong hold over the religion and the people through their conformist religious order and did not allow others to interfere in the religious structure that they had inculcated in the mentality of the populations in this country. One may have the curiosity here to know how they did it. The answer lies in the concept of *adaptability*. The Brahmins adopted the changes, succeeding in keeping the foreigners out and not allowing them in interfering in their religious order of the Chaturvarna System. Thus, one can understand here how the foreign invaders ruled this country for so long in any history of the world and how the Brahmin Ideology kept its firm holds on

everything by throwing the untouchables permanently in the arena of darkness.

And it is Dr.B.R.Ambedkar, the lighthouse and the father of Dalit Literature ignited the hearts of the people with his knowledge ocean. Namdev Dhasal's poem on *Dr.B.R.Ambedkar* is quite striking. He refers to the Father here:

**“Never leaves our company
And delivers us from exploitation
You are the one
The only one” (from Golpitha, translated by
Dilip Chitre)**

Hindu Spiritualism is thus the house of exploitation, it is nothing but the prison hole of Hell that trapped Untouchables in it and imprisoned their mentalities in the arena of Darkness for a long time. Dr.B.R.Ambedkar erased this darkness and abolished it permanently. He liberated them from the tortures of exploitation. As a result, the Dalits got illumed in the light of the sun i.e. Dr.B.R.Ambedkar and now He is the perennial source of inspiration for them all. He made them rational and then they started thinking, raising their voice, analyzing the environment they were placed in through their dynamic Literature that they are creating and had created before and this same Literature created and produced by them is glowing in the Literatures of the Globe to reinstate the historical power and identity. Here I would like to quote the lines of my poem **“You Rashtradrohi, Dhurth Aryan Brain....”**

**“You putrid, saffron drain
We demolish your terrorist religious train
That you moved high with religious game
And then the minds of the oppressed you tame
To gain the godly fame....
Now we diagnosis your religious tower**

- Bavisakar G.S **You Rashtradrohi,
Dhurth Aryan Brain....**

***To reinstate our historical power
That you polluted through, religious bodies”***

This demolition of the terrorist religious train is not through any war or any other means of violence but through writing the books that Namdev Dhasal, Alice Walker and others are creating for reinstating the historically wiped out identity and its power.

Thus like other Dalit and Afro-American writers Namdev Dhasal and Alice Walker too make the nation and the world more Humanistic and Progressive and wants to inculcate equality, freedom, fraternity and social justice in the societies all over the world.

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Political Ideology and Construction of Nation in Salman Rushdie's *Shalimar the Clown*

Dr. Nidhi Sharma

In an interview published in the *Journal of South Asian Literature* Mohan Rakesh, a perceptive short-story writer and novelist in Hindi, depicts the post-independence ideological reality affecting the sensitive artist as follows:

When we started writing the problem of partition was not a major problem facing the country ...it had been covered over by the slow dust of the emerging reality of this country. You were more concerned, for example, with what was happening around you than with partition, for what was happening around you seemed more devastating than partition itself. My contention is that partition killed perhaps a few hundred thousand while the post-partition developments in this country have killed millions and in one sense killed many of us somewhere within ourselves. (21-22)

Here Mohan Rakesh clearly presents the political ideology of the post-independence scene. Relating to the Indian context, we discover that politics as a discipline and political ideology as a component of the mental make-up of the people is of quite recent origin. The political system and social structure, so far from having grown up together, have only recently been introduced to each other. Historically, the Indians have lived in a state of political indifference for thousands of years. Right since the earliest times a vast majority of the people, not merely the peasants but also the traders and professionals moved within their set grooves thoroughly immunized from politics. In the specific context of a country like India, subjugated for thousands of years by alien forces, political ideology primarily becomes an acute concern with people. It borders on

the individual's intellectual involvement with political questions like who governs, what the governance is like and how it affects the individual in his day-to-day living. In the pre-Independence times, this ideology manifested itself as national consciousness. Even after the attainment of freedom, discerning observers of contemporary reality did not cease probing the political process to determine the role of the individual therein, even though with the obvious change in rulers, the thrust of such questions had undergone a corresponding change. The present paper aims at tracing the growth of such political ideology which functions as a dominant emotion and examining how Indo-Anglian fiction has been fully responsive to the varied phases of this awareness. It would examine the manner in which Salman Rushdie's *Shalimar the Clown* reflects some significant components of this political ideology. Before we proceed further to the novel for the study of political ideology therein, we are faced with a question that do the novelists form a sociological group which is significant enough for a study of the political consciousness of the age they write in? In this regard it would readily be conceded that the writers constitute an important segment of the intellectuals of a society. However this obviously doesn't constitute the political ideology of a politician, but forms an organic part, of human consciousness in the environmental context. The second half of the nineteenth century, as Bipin Chandra reveals witnessed "the flowering of national political consciousness and the foundation and growth of an organised national movement"(51).

During this period, the modern Indian intellectuals created political affiliations to spread political education and initiate political work in the country. An appropriate commencing point was the 1880s for, by that time “the political, economical and intellectual forces of both British power and traditional Indian society had interacted to produce a climate fit for the function of national political consciousness” (Embree 22).

In the beginning phase of the social sciences, excessive focus was thrown on the descriptive side. Theories of society were duly based on the experience of their own societies. Global aspects were viewed in an evolutionary frame. The constructive ideologies of the nations have been impatient as they don't have the patience to follow the earlier theories. However, they are conscious that no miracle would produce an instant change in the development; it would solely be their own efforts which would carve a futuristic niche for them. Such a phenomenal alternation in the technological arena has duly attracted the scientists everywhere. Earlier the scientists were inclined towards the non-western societies on account of their fascination to understand the exotic, and also to prove their obligation to the Government in improving the foothold in the colonies. The notion of social interest in the problems of nation building is a novel approach. Scholars are involved in describing the process in concrete societies and in developing theoretical models to outline the descriptive process. The nuances of research are based on the concepts like centre and the periphery, social mobilization, moderation and political development. Emanating from the environment of the developed world, these concepts have laid emphasis on the aspects of nation building. As Richard Sennet(1999) in *Spaces of Culture* puts it forward:

...the great corporate bureaucracies and government hierarchies of the developed world seemed securely entrenched, the products of centuries of economic development and nation-building....Now, a new chapter has opened: the economy is global and makes use of new technology; ways of working have altered, as short term jobs replace stable careers; mammoth government and corporate bureaucracies are changing form, becoming both flexible and less secure institutions. (14)

It has been noted that of the varied mechanisms of democracy that the non-Western countries borrowed from the West, one of the most significant has been the modern nation-state. It has also sometimes been suspected that many Afro-Asian and South American activists are just not sure of what to make of the State. Some think that the absence of a proper State may be the primary reason for the humiliation of the non-Western countries. Others opine that without radical changes in the social Performa, there cannot emerge a solution to the problem. In this context Ashis Nandy in *Time Warps* (2002) observes:

Simultaneously a deep chasm has grown between those who think that the State should have priority over culture in society as well as the right to re-tool the culture for the State purposed, and those who think that culture should have priority over the State, for, after all, the State is supposed to protect a lifestyle and not empty territory. (36)

Switching over in the context of India it could be seen how cultural nationalism made its debut appearance in the latter half of the nineteenth century. The same phase witnessed a consolidation of the idea of Hindu religion and lively discussions took place on the concept of Hinduism, its relevance in the prevalent scenario. While thinking about the nation converged with the

notions adhering to religion, two themes emerged on the periphery namely definition and organisation. Indian thinkers who had been exposed to the Western thoughts and ideologies observed that Hinduism lacked the organisational unity as possessed by Islam and Christianity. In this response, some of the theorists on religion attempted to isolate the common core of Hindu belief to organise separate Hindu sects into coherent Hindu *Sanghatan* or organisation. As the national stirring gained momentum, the British government was compelled to frame elected assemblies and hence strong nationalist organisations transformed themselves into political parties and pressure groups. It is a fact that in a democratic alliance, numbers mean power, hence certain sectarian and caste groups maximised their identities by configuring themselves into a demographic strength. The performas constructed along these lines during the anti-colonial movement still find place in the religious and caste entities of Independent India. By around 1860, the English speaking elite group in Calcutta, Bombay and Madras had a good idea of what they meant when they said 'India' and '*Hinduism*'. The former term was used in the West for centuries but it was given a defined body only in 1858 when the Crown assumed sovereignty over the territories of the British East India Company. The latter term was only about eighty years old, well established by the middle of the century and didn't appear to be meaningless or misleading.

However, during the later part of the century, the concept of India as a distinct country encompassing the varied British provinces and princely States grew with *Hinduism* as a distinct religion with its diverse sectarian and religious forms. Undoubtedly it was affirmed that British administrative, legal, scholarly and other discourses had an enormous influence on the

growth of those two ideas. As Peter Heehs (2008) in *Studying Hinduism* points out:

Modern India as a political unit was clearly a creation of British imperialism; the modern idea of India took shape within the outlines of the British colonial State. Similarly, the concept of 'Hinduism' to a considerable extent, assumed its modern form in response to pressure from British missionaries, scholars, and Government officials. However the concept had a history that long preceded the British conquest and its modern features were elaborated in a many-sided discussion involving Indian and British intellectuals. (266)

The term 'Nationalism' emerged first on the cultural and religious level and only later had its brush with the political frame. Denying the dominance of the colonial subjects, the colonised were driven to construct their own inner domain of culture, which was later on announced as the sovereign territory of the nation. The exciting part of this analysis is the distinction between the 'outer' domain where the colonised were not free and the 'inner' domain where they enjoyed their individuality. Bankim Chandra Chattopadhyaya delivered a new approach to the concept of the old traditions and oriental texts to portray the resilience of '*Hinduism*' and the significance of the patriotic action. Bhartendu Harishchandra (1850-1885), the father of Modern Hindi was a tradi-nationalist in religion and a loyalist. Although being a conventionalist, he endeavoured for the uplift of India seeking the reformation of tradition. At the same time when Hindu cultural nationalism was developing, the secular organisations with nationalists programs were conducted in the major urban centres. Varied groups as the Indian Association of Calcutta, The Madras *Mahajana Sabha* and the Bombay Presidency Association became vocal to the members of the middle and upper strata

whose interests were affected by British administrative policy.

During his years in South Africa, Gandhi honed non-violence and non-cooperation that he called *Satyagraha*. This was in its origin a blend of political, philosophical and religious ideas from multi-faceted areas. From the moral dogmatic ideologies of *Jainism* and *Vaishvanism*, Gandhi adopted the goal of liberation through detachment and the fundamentals of non-violence or *ahimsa*. After returning to India in 1915, Gandhi launched campaigns in Bihar and Gujarat. Gaining stature as an eminent nationalist figure in the political upheaval, he took the charge of the protest against the Rowlatt Bills in April 1919. In the same year, although at a later stage, he found an issue with the hope of drawing Muslims into his campaign of non-violent and non-co-operation. Hence for about a year, the Hindus and the Muslims worked in harmony contrary to the notions of the past. But when Gandhi called off the *Satyagraha* campaign, both the communities segregated and gradually there was the re-surgence of Hindu-Muslim violence. These three-four years of the failure of non-co-operation movement saw the rise of hard-core Hindu nationalism. An ideology about this movement was spread by Vinayak Damodar Sawarkar (1883-1966) in his book titled *Hindutva*(1923) . *Hindutva* as a term had been employed in diverse contexts, for more than fifty years. The fundamental objective to view the historical flashes with political stints is to derive a conception that political fiction deals with the political ideology or should have a political setting against which fictional characters get a scope to develop. However, broadly viewing the term may provide us with two wide categories of political fiction, namely ideological and non-ideological. The former advocates certain 'specific' political ideas and the characters are used as medium of ideological goals. And the latter relates itself to the

portrayal of the prevalent political conditions and doesn't propagate any political value or ideology.

Talking about the scope of Indian English political fiction in such a vast scenario appears to be expansive. It gets a chance to encapsulate all the political and social problems in Indian history. The content of the Indian English political novel associates itself with the 1857's First War of Independence caused by the rise of Indian nationalism. The consequence was the emergence of politics and political issues by the Indian political novelists. Again the Indian hope for freedom gave birth to two categories of political novels. The first category related to the concept of non-violence and Gandhian ideology and the second category assisting the Marxist and terrorist nature and hence violent in expression. The decade of the 1930s witnessed a bee-line of remarkable events encompassing the Salt Satyagraha of 1930 and 1932, the three round table conferences and the passing of the Government Act in 1935, the introduction of provincial Autonomy in 1937, the Gandhian movements for *Harijan* uplift and basic education coupled with the organisation of Marxist parties and the involvement in the Second World War, 1939.

All these climatic events formed the base of dramatics in politics further for the next decade, ultimately pitching the fertile, plain ground for the development of the pre-independence Indian political novels. But on the other side it was also noticed that the writers like R.K. Narayan, Raja Rao, B.Bhattacharya, Arun Joshi, R.P.Jhabvala, Anita Desai, Nayantara Sahgal, Salman Rushdie etc inclined themselves towards the inter-personal relationships, spiritual problems and societal conflicts of the modern age as their major themes. The political fervour in the form of the 1962 border dispute with China, the 1965 Pakistani War, the 1971 Bangladeshi War

and the Emergency rule of 1975 heightened the political instigation in the writers. As Bidyut Chaudhary (2006) critically remarks in *Political Ideologies in Indian Political Novel*:

The over-riding concern of the political radicals was to forge an all-India anti-colonial political unity. Such a unity would not have been possible through any radical programme or social reform, which would have had a divisive impact on it. So while the Moderates pursued a program of social reforms or social modernization as a part of a long term plan for India's self Government within the British Empire, the Extremists or political radicals didn't want to pursue social reform to delay or divert attention from the struggle for India's political Independence. (3)

Hence in the above mentioned context it was seen how the Extremists as compared to the Moderates had a much higher degree of psychological alienation and opposition to colonial rule. Thus in their dealings of the political actions, the former remained confined to constitutional methods and the latter had no reservations about the usage of violence.

It has been widely experienced that since entities frequently vary, chances are that they may also become prone to processes of invention and re-invention in the historical frame. Understanding the construction of Indian identity needs to be categorised with reference to the larger social processes of the nineteenth and twentieth century. The question that crops up at an initial phase is that why do communities seek to redefine themselves as nations? What distinction does it carry on being a nation and what is that which is denied to a community unless it registers its status as a nation? The passion of these communities to claim themselves as nations or to define India as a nation is conditioned and textured in a historical

context. After the late nineteenth century the claim to any cadre of self Government was shelved as long as it didn't claim for a nation. The belief in Indian nationhood was however based on a Western model. The construction of even obscure defined Indian nationhood proved to be a herculean task since India lacked the primary ingredients of the traditional conceptualised idea of nation. Thus there appeared an appeal to history to unmask those elements transcending the internal sphere among who were dispossessed under colonialism. And this colonial milieu played a vital role among varied processes that led to a particular concept of conceiving a nation in a multi-ethnic context such as India standing different from westernised perceptions. Apart from colonial structure, the freedom movement was the fundamental factor in contributing to the formation of a political entity of India. It would not be an exaggeration to suggest that the Indian consciousness found its inception during the national liberation movement. Hence the term 'national' appears to be more political than cultural. This may have led the premier nationalist leaders to accept that it would be difficult to forge the multi-layered Indian society into a unified nation-state in the European ideology. In the commencing phase of the twentieth century these leaders began using the 'native' vocabulary. However they extracted the ideologies of European nationalism and invested these with additional meanings and nuances. This probably led Gandhiji and his colleagues in the anti-British campaign to prefer *Swadeshi* to nationalism. As Sanjeev Uprety in *Journal of Contemporary Thought* (Nov 30, winter 2009) observes:

...it must be understood that Gandhi defined the term 'swadeshi' in both religious and secular senses. In its spiritual or religious sense the concept of swadeshi stood "for the final emancipation of the soul from an earthly bondage"; a

liberation that could only be achieved through sexual restraint and a “mastery over the sexual organ” (42)

Gandhiji safely avoided the language of nationalism because somewhere he had the fear this would drive away not only the Muslims and other minorities but also some of the Hindu lower castes. It seemed to be one of the most pragmatic ideas to be conceived especially in a country such as India that was not united in terms of religion, race, culture and common historical memoirs of tyranny, oppression, sacrifice and struggle. Underlying this reason Bidyut Chakraborty (2008) rightly states in *Indian Politics and Society since Independence*:

Gandhi and his Congress colleagues preferred the relaxed and chaotic plurality of the traditional Indian life to the order and homogeneity of the European nation State that the open, plural and relatively heterogeneous traditional Indian civilization would best unite Indians. Drawing on values meaningful to the Indian masses, the Indian freedom struggle developed in its own modular form, which is characteristically different from that of the West. (40)

Discussing the development of the political novels in India, it is not surprising that we are not merely faced with the questions of its definition as in the West, but also with Indian problems. While narrative literature existed in India in both the Classic and medieval times, it can be noted that the novel in its current form is essentially the product of the mid and late nineteenth century English influences upon the diverse regional writers. Religiously orthodox in nature and attitude coloured with a didactic hue, these novels seem to be similar to their Western predecessors, catering to the tastes of the flourishing bourgeois of India. Objectivity in the treatment of political themes and events proved to be an exception than a rule. With the emergence of

nationalism as fostered by British social and economic exploitation found its consequence in the 1857 rebellion and hence on the assumption of rule by the British monarchy, the genre of literature especially the novel changed its form. It was seen that the writers were gradually moving towards political themes sometimes directly, but more distantly through the medium of historical novels. In short, politics formed the core of Indian novels during the nationalistic phase.

This article attempts to study the varied facets of the construction of nation and political ideologies with reference to Salman Rushdie’s *Shalimar the Clown* (2005), *Midnight’s Children* (1981) . It throws light on how this ideology framed the plot and growth of the novels. In the process it would essentially present the prevalent politics of ideology that played a crucial role in constructing the fundamental base of the nation and evolving the independent lives of the people. It would be an interesting study to see how the individual links his life with the nation and how the nation controls individual movements. The political instances portrayed in this chapter co-relate with the growth of nationalism and the journey towards nationhood. Since politics forms an indispensable part of Indian existence, it may be accepted as something without which culture and society cannot proceed further. As M.K.Bhatnagar (2003) remarks in *Modern Indian English novel*:

What is political and social is an indivisible part of what is human and enters into one problem of humanism into which our intellect must include it...a dangerous hiatus destructive for culture may manifest itself if we ignore the political, social element inherent in it. (2)

Salman Rushdie’s *Shalimar the Clown*(2005) exposes cultural politics that has a strong hold on society and if this is neglected anywhere in the process, one has

to face serious consequences. The novel has multi-dimensional perspectives but here attempt has made to explore how the cultural landscape of globalization aids in examining the political ideology of time eventually leading to the construction of the nation. In *Shalimar the Clown*, Rushdie exploits the elements of intrigue to unravel narrow Kashmiri affiliations and the Indian army's military presence in Kashmir. He accomplishes in successfully linking this narrative to a love triangle that spans the globe and allegorically portrays the varied geo-political relationships. Employing the elements of crime-thriller and sensitive fiction, Rushdie attempts to explore geo-political violence, Islamic militancy, practices of terrorism and anti-terrorism. And it can be rightfully argued that Rushdie tries to present diasporic location and cosmopolitan identity as a point of departure for 'solution' to ethnic and state violence. Hence in a way the novel focuses on the multi-layered views of social, political and economic conditions engendered by the New Empire. It can be seen that in under-developing countries, power smashes into private lives every single day and hence the survival of the fittest seems to a big issue. Rushdie's choice of Kashmir as the major place in the novel provokes Yamuna Siddiqui (2008) in *Anxieties of Empire and Fiction* to comment on his use of cultural politics as follows:

....I have to think about what one can do with that as a writer. I think there is something in the form of the novel that wants to be provincial. The novel wants to be about a small town in which Madame Bovary has an affair. There is something intrinsic about to novel about that one place, one time, three or four characters, and the interaction between those characters-and that is the story of the novel. (217)

Through the story of intrigue, *Shalimar the Clown* poses the important question of how

are we to understand the plight of Kashmir, the birth of Islamic terrorism and the exercise of global power of the United States. The eponymous Shalimar, the Clown, is the central figure in the novel, and the tracing of how he becomes a killer, Rushdie attempts to reach to the very essence of the contemporary experience of Kashmir as Siddiqui (2008) further examines: "How, in an individual life, can someone begin as a person who would not hurt a fly and end up being someone who cheerfully slits people's throats and cuts their heads off?" (220).

It makes us ponder, how god's beauty valley, a heaven of peace with its peace-loving people is transformed so unhappily into a region ravaged by violent conflict. The ideal of *Kashmiriyat* i.e. the regional spirit of communal harmony and cultural syncretism proves to be a key to Rushdie's representation of the region, especially the rustics of *Pachigam*. However, Rushdie excels in invoking an ideal-most picture in his depiction of the romance between Shalimar, the Clown and Bhoonyi. Though Shalimar is a hard-core Muslim and Bhoonyi a Hindu, their youthful spark is condoned and they are married in the name of *Kashmiriyat*. And the openness of the society is reflected as follows:

Abdullah then mentioned Kashmiriyat, Kashmiriness, that belief that at the heart of Kashmiri culture there as a common bond that transcended all differences... 'We are all brother and sisters here', said Abdullah. 'There is no Hindu- Muslim issue. Two Kashmiri-two Pachigami youngsters wish to marry, thats all. A love match is acceptable to both families and so marriage there will be; both Hindu and Muslim customs will be observed. (STC 180)

Thus Rushdie projects this affirmation of cross-religious kinship through marriage

which is the most important way in which he represents the idealism of *Kashmiriyat*. Such a union is similar to what is called national romance; whereby religious, ethnic or class distinctions are bridged via narrative of romance to give shape to a syncretic nation. Moreover the romance between Shalimar the Clown and Bhoonyi serves as a representation of the strong spirit of *Kashmiriyat*, this idealism is actualized in a more ongoing way in the novel through the creative medium of culture. We see how people of all religions merge together to jointly participate in the arts which forms the foundation of the village i.e. play-acting and later cooking. Rushdie attempts to show how through the sharing of everyday cultural activities strengthens the principle of *Kashmiriyat*, in turn trumping putative differences of religion and politics. Rushdie once again surrenders to the motif of arts and crafts as a threatening economic resource at the later stage of the novel, confirming that the cultural patrimony gradually under-pins the flourishing Kashmiri entity. It can be observed that the core of *Kashmiriyat*, with its syncretic culture is galled by economic and political compulsions. When Pyarelal, Bhoonyi's father undertaking the role of a pandit, questions the viability of communal harmony, he thinks wistfully: "May be Kashmiriyat was an illusion. May be all those children learning one another's stories in the panchayat room in winter, all those children becoming a single family, was an illusion" (STC 390).

Pyarelal becomes vocal by wondering whether the process of story-telling has been a failure. Also it can be examined how the narrative also loses the elements of magic realism that marked *Pachigam* out as a charmed place. The magical moments in the early part of the novel are a residue, a vestige of an earlier enchanted Kashmir. They have virtually become a part of the possibility of story-telling that gradually

becomes more and more confined. And contrarily it can also be realised how the project of 'Azad Kashmir' is devastated by the mutually opposed yet combined forces of Islamic militants and the Indian army. The secular, nationalist JKLF is out-flanked by varied Islamic groups. These groups make frequent forays into the valley where Rushdie appears to be quite clear that they are not welcomed; it is only on account of their brutal threats from the *Lashkar* that the women in *Shrimal* and *Pachigam* endorse the veils. In exposing the alleviation of the communal violence in Kashmir, Rushdie elaborates that communal identities in Kashmir are not 'natural' or 'given' but are generated when resources fall short and the outside forces interfere with the local spaces. And since these outside forces appear to be global in scope; Rushdie effectively connects to the dealings of an international network of Islamic terrorism, extending to the Phillipines and the Middle East, and backed with Saudi cash. Rushdie again comments on and employs language to convey the nature of the forces that deteriorate Kashmir. In scathing attack of the Indian Army, General Kacchhawa, is nicknamed General Turtle. Rushdie castigates the Indian armed forces for their brutal campaign against both the civilians and militants. In his portrait of General Kacchhawa, Rushdie mocks at the rationale of the Indian army for the so-called 'crack-downs'. As is read in the passage in the novel:

Kashmir was an integral part of India. An integer was a whole and India was an integer and fractions were illegal. Fractions caused fractures in the integer and thus were not integral. Not to accept this was to lack integrity and implicitly or explicitly to question the unquestionable integrity of those who did accept it. Not to accept this was latently or patently to favour disintegration. This was sub-version. Sub-version led to disintegration

and was not to be tolerated and it was right to come down on it heavily whether it was overt or covert kind. (STC 96)

In this passage we can see how Rushdie mocks the kind of reasoning or pseudo-reasoning that the army uses to justify its violence. Rushdie incisively presents how fascism brings with it also the decay of language. The repetition of words, the circularity of the sentences and the mock-mathematical logic that Kacchhawa invokes gives an instance of the corruption of language. This decay of language that Rushdie relates with the military aggression of the State contrasts sharply with the breakdown of language that we apprehend in the narrator's account of the army's catastrophic situations of *Pachigam*, and the idealistic aspect of *Kashmiriyat* that they have lived by and stood by. Rushdie highlights the limits of the representational possibilities of language in the two-pages where he recounts this cataclysm. We find the narrator posing a series of questions as follows: "What was that cry? Was it a man, a woman, an angel or a God who keened thus, who howled thus so? Could any human voice make such a desolate noise?" (STC 308).

We also have Yamuna Siddiqui (2008) presenting the realistic mode of the concept by commenting as follows in *Anxieties of Empire and Fiction*.

He invokes the structuralist oppositions of man/woman and human/divine, questioning its intelligibility in the terms of these linguistics structures. He then presents a series of measured, simple sentences as if to bring his attempt to find meaning back to the ground. (222)

Recalling the verbal gymnastics of general Kacchhawa, these sentences convey an attempt to establish a linguistic paradigm which would essentially be clear and precise, yet substantial in portraying what

occurred in the village. In his portrayal of *Pachigam*, Rushdie represents Kashmir through the eyes of bourgeois nationalism, as an organic community. However this idea of community ultimately breaks down and is eventually replaced by classic ethnic nationalism. One can notice that the novel doesn't confine itself with the story of *Pachigam* but it also begins and returns at the end to Los Angeles, moves to Kashmir along with traversing through continental Europe and England. Hence it can be asserted that Rushdie designs an allegorical cast to the main characters of the novel-Shalimar the Clown, Bhoonyi, Max and India/Kashmira but unlike his previous allegorical creations such as *Midnight's Children* and *Shame*, it is projected under a global canvas. The question that begs to be asked in the novel is that what kind of a political and cultural imaginary does the novel attempt to project at the end? While reading the pages reaching the end, one finds that in the final instance Rushdie validates the de-territorialized, diasporic cultural nationalism of migrants. The geographical landscape of Los Angeles is characterized as an urban set-up peopled by urban immigrants who reside in a sort of a limbo. A good example of this ideological frame is India's neighbour Olga Volga who says in the novel:

I live today neither in this world not the last, neither in America nor in Astrakhan. Also I would add neither in this world nor the next. A woman like me, she lives some place in between. Between the memories and the daily stuff. Between yesterday and tomorrow, in the country of lost happiness and peace, the place of mislaid calm. (STC 13-14)

While the character such as Olga is somewhat tragic-comic, she also appears to be heroic in her resilience. Rushdie delineates the political landscape under the garb of cosmopolitan, post-national subject, categorising it as a postmodern critique of

the violence that marked and divided Kashmir since the partition of 1947. We witness how this heavenly State of Kashmir becomes a symbol of the persistent and globalised product of war and conflict in violent nation states. *Shalimar the Clown* interrogates the rhetoric of 'freedom' put forward by terrorist movements, even as it provincializes the nation-state from the United States to Pakistan and India, eventually to expose the intimate link between state power and the historical emergence of terror in remote parts of the world. The plot of *Shalimar the Clown* begins with the representation of the idyllic landscapes of Kashmir as a rural and communally harmonious paradise. Its also seen in the initial pages how India, the Kashmiri American daughter of Max Opuls muses, " Her mother had been Kashmiri and was lost to her, like paradise, like Kashmir, in a time before memory"(STC 4)

Although Kashmir and India are enigmatically feminized and encapsulated by the Kashmiri Hindu Bhoonyi and by her racially hybrid American daughter India, Rushdie attempts in deploying this image to criticize the prevalent nation-state system. Tracking the earlier discussions of pre-partition communal harmony in the early national writings, Kashmir's peaceful syncretism in *Shalimar the Clown* is the manifestation of the inter-ethnic local romance between the Hindu dancer named Bhoonyi and her childhood sweet-heart, Shalimar, the son of a Muslim family. Their marriage ceremonised by both Hindu and Muslim rites, falls apart when Max Ophuls, a 'terrorism' expert in a post 9/11 world, who is the American ambassador to India, and whose own personal history marks him as a holocaust survivor who lost his parents to the Nazi extermination of Jews, seduces Bhoonyi. The tragedy takes place when this seduction ruins both her life and the fragile, idealised inter-ethnic love that Bhoonyi and

Shalimar's coupledness represented. And Kashmir also allegorically gets tarnished as their marriage falls apart. As Kavita Daiya (2008) puts forward her views in this reference in *Violent Belongings* as follows:

Like many other South-Asian representations discussed earlier, inter-ethnic couple-dom remains unrealised, and its failure is a symbolic indictment of Indian secularism. Devastated at Bhoonyi's betrayal with Ophuls, Shalimar is transformed into a 'terrorist' and inducted into the euphemistically named self-proclaimed 'world of the liberation front' even as Kashmir is destroyed by the violent conflict between the Indian army and Pakistan sponsored cross-border terrorists. (204)

Moreover while flashing the historical complicity of the United States and Al Qaeda, and the Islamist-jihadist activities in Philippines, Pakistan and India by re-designing the character of Shalimar as a terrorist, the novel presumably underscores the enigma of the system of nation-states in the production of violence that is eventually understood as terrorist, ethnic, religious or fundamentalist. It is clearly visible how the narrator calls the partition of Kashmir after the Indo-Pak war as a 'mistake' which was solely disregarded by the Kashmiris. And he himself bears witness to the 'ethnic cleansing' of Hindus and the mass exodus of 350,000 Kashmiri pundits that commenced in Kashmir since the late eighties onwards. And this cruel process is mentioned in the novel in the following description:

Kill one, scare ten, the Muslim mobs chanted...almost the entire pandit population of Kashmir, fled from their homes and headed South to the refugee camps where they would rot, like bitter, fallen apples, like the unloved, undead, dead they had become. (STC 296)

This portrayal captures the documentary history of the contemporary ethnic violence in Kashmir filled up with love-less feelings and national security that marks their unrecognized lives. India has witnessed that how since 1989, the deliberate targeting of the 5,000 year old community in the valley of Kashmir has left thousands dead and over 300,000 languish and isolated in the refugee camps in Jammu and Delhi. The situation was so helpless that they were even looted with their properties, temples and cultural artefacts that were later on razed to the ground and their sacred books and text completely ransacked. Women and children were ruthlessly raped and killed. Kavita Daiya(2008) reminisces one pandit female survivor's words to her son as she recognizes her forced displacement which emerged in some South-Asian literary text in *Violent Belongings* as follows:

I came to this house as a young bride. This house has been a witness to all my good times and bad times and even when your father left us forever, this house protected me against all outsiders and evils. Today I am leaving the security of my house and don't know where I am going. I cannot pack the moments spent in this house. I cannot pack my memories, why am I being forced to leave my homeland; I have not committed any crime, why am I paying the price for the mistakes of others. (205)

There is a poignancy in the refugee's eloquent testimony which resonates with the displaced, diasporic perspective that, here Rushdie attempts to employ into his narrative. It throws light on how these voices call in question the normative narration of nationalist histories and make visible the material human displacements that they engender as well as make disappear from the public sphere. Thus it can rightfully be concluded that *Shalimar the Clown* attempts in criticising not only the ideologies of mass ethnic cleansing and forced migration of Hindus from Kashmir

but also the failure of the Indian state to prevent the violence and help the displaced citizens.

Shalimar the Clown proves competitive initially within a courtroom and then leaps within the confines of an electronic security system finally asserting Rushdie's reconsideration of post-modern hyper-reality, his artistic quest to balance spectacle, vengeance and autonomy. While writing it should be maintained that the relationship between the contemporary postcolonial novelist and the nation must be framed within the perceptions of an anti-colonial history based on the ideologies of an independent nationhood as accompanied by liberation. Sarah Upstone(2009) tries to comment on the relevance of this thought in *Spatial Politics* as follows:

The concept that liberalisation from colonial power has most notably been enacted on a national scale, rather than through local politics, has ensured the prominence of the nation in postcolonial discourses. This support for the nation and nationalism, as the means to independence, has prevented a full interrogation of the ways in which, in fact, the same nation may be responsible for continuing colonial attitudes. (25)

Hence the above mention process seems to obscure the common reality of the nation as something of a colonial development; an area preferably complicit with rather than opposition to colonial space. *Shalimar the Clown* can be regarded as a vast canvas in several regards for instance, with reference to length temporal scope, ideas and the most vital among these emerges out the present purpose of violence and geography. Over some six-hundred pages, Rushdie's creative endeavour covers the period extending from the early 1930s to the twenty-first century, encapsulating a spectrum of nations and offers an ultimate global setting. It can be seen how the first and the last chapters titled

“India” and “Kashmir” constitute the base of the plot. Both centre on the eponymous cosmopolitan film maker who emerges out to be a ‘fruit’ of her mother’s infidelity. In the initial pages the readers get to know her by her second name christened by her father’s cold, aristocrat wife. However it is only revealed in the later chapters entitled ‘Bhoonyi’, ‘Max’ and ‘Shalimar the Clown’ that she was called Kashmira at birth. Living up to the names, kashmira/India encompasses hope and desperation, innocence and sin as well as notions of home and exile. These binary expressions form the central conflict in the novel, juxtaposing the loss of kashmira’s innocence and the loss of Bhoonyi’s and Shalimar’s love. These loses eventually disrupts the self-confidence of Shalimar contributing to the dis-integration of high masculinity. And hence this sort of an image exposes itself with a strong undercurrent of up-rootedness. The following passage from the novel hints on the tragic fate of Shalimar, which is the bold image of the power of nature:

Noman didn’t know how to choose between his father’s modern-day open-mindedness and his mother’s occultist threats which usually had something to do with snake charms...he climbed the tallest Chinar in Pachigam....hung there madly in the wind and the rain while around him branches shook and broke. The universe flexed its muscles and demonstrated its complete lack of interest in quarrels of nature.....Years later when he became an assassin he would say that it might have been better ifhis life had been carried off that day in the rotting teeth of the gale. (STC 87-88)

These lines from the novel depict how the progressing of the male protagonist can be segregated neither from its innate framework nor from its socio-religious predicaments. Conceiving these ideologies one may presume that the novel’s ‘topographies of terror’ are based on what can be called a double expulsion from

paradise. As Ines Detmers (2010) in *Local Natures, Global Responsibilities* depicts:

....Salman Rushdie represents his male protagonists as enraged failing cosmopolitan migrants for whom geographical co-ordination of home, such as nation or region is progressively rendered in-sufficient. With this on the disempowerment of formerly meaningful territories, Rushdie confronts the pervasiveness of moral ethnic claims and impediments to socio-political freedom. (363)

Thus in a way, the above quote claims that he clearly attempts in challenging the prevalent ideologies of both individual and responsibility on the whole. Examining the varied aspects of ideologies as depicted above it can be surmised that *Shalimar the Clown* attempts in inter-weaving the stories of Shalimar Noman and Max Ophuls. The symphony of mid-twentieth century Kashmir that had consented Shalimar, a muslim, to marry his childhood sweet-heart Bhoonyi Kaul eventually advancing towards a violent fundamentalist conflict. Max Ophuls, the survivor of the Nazi Holocaust makes an entry into the narrative as the US ambassador to India, involves in an affair with Bhoonyi and returns to the US with their daughter India. It is seen how in the due course, Max engages, on behalf of the US, with the interim conflicts of the sub-continent, ostensibly as an anti-terrorist Tsar but in reality he is the agent for overwhelming capitalism. One gets an impression that Rushdie offers an inclusive egalitarian ideology of victimhood, with Hindus, Muslims and Jews all mingles into a single kaleidoscope of sectarianism, mass murder and diaspora. Further we find that the novel is so immersed in linguistic play and connects with crude aspects ultimately reducing the magic realism to a state of battered redundancy. As Richard Bradford (2007) connects his views in this reference

in his book *The Novel Now* as follows:

Rushdie conceived as a means of capturing the postcolonial experience...become an escape route from its very real and very dangerous specificity. Curiously the vast majority of other novelists who like Rushdie claim knowledge of the relationship between late twentieth century Britain and its post imperial heritage have elected to deal with this in a robustly naturalistic manner. (201)

Hence we can conclude by putting forward the ideology of 'positive' postmodern community in *Shalimar the Clown* which indicate that the cultural differences are more like 'descriptions' rather than 'divisions'. Thus in a way we can assume that 'positive' postmodern community is something which seems to be too remote. However it's the one that would cater to us an alternative way of thinking and perceiving conceptions and ideologies which would explore our minds in a new world to travel in and in the run also makes us aware of the existing cultural politics in society.

The next section of this chapter on political ideology leading to the construction of a nation, would deal with Salman Rushdie's *Midnight's Children* and analyse how the characters with specific ideologies form the essence of a nation. It would be an interesting study to see how the ideology intercepts with the growth of a nation. Talking about nation one may imagine the nation either as a male self or a beautiful female who compliments the male nationalist. One may also on the other hand fantasise it to be a mutilated version of the male self or a dangerous female threatening the male identity. But the questions that arises is that how can a nation be two bodies? Neil Kortenaar (2005) in his book titled *Self, Nation, Text* attempts to answer it by saying:

The answer is that the nation-state is not gendered absolutely, but always involves two principles defined against each other, principles labelled masculine and feminine, neither one, however, being limited to men or women. We must keep in mind the hyphenated nature of the nation-state, at once nation and state. The state is defined by a territory, and official history, and institutions of administrative and control. (135)

Thus we can engender a conviction that a nation is a constitution united by brotherly bond and identified by a common religion, language, peace or situations. State and nation can be dissected but within the veil of sheer nationalist conception, cannot be thought apart from each other. A collective can in real terms prove itself to be a nation only if it can profess a state in its own image. In the absence of such a state a group formed by the combination of language, religion and people delivers a sub-national identity and eventually paves its path on becoming an enemy of the nation Similarly in order to legitimise itself, a state must summon a nation into being by attracting its indulgence in the shared interests and expressing symbols and narratives with which the inmates can identify. Until its metamorphosis into a nation the state's legitimacy rests on a challenging stature the two characteristics of nation and state formation are symmetrical but their intersection may frequently beckon conflict, as can be witnessed in the historical creation of India, where a colonial territory claimed to be a nation and thus demanded sovereignty giving birth to Pakistan, where a self declared nation based on religion carved a state in its own image.

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STYLISTIC READING OF *THE COP AND THE ANTHEM* BY O. HENRY

Dr. Naushad Umarsharif Shaikh

Introduction:

Most of the time, we read something to understand and we re-read it to comprehend it better. However serious the reading may be, It is not completely comprehensive without using literary theories or measures like different approaches. It happens many times that we read something and end up in understanding something else.

The common view that a literary text is likely to be comprehended better if it is studied in parallel with stylistic analysis which emphasizes the crucial role of the linguistic features of the text contributes much to the development of literary criticism. M. A. K. Halliday is one of the text linguists who sees 'grammar' as a network of systems of relationships which account for all the semantically relevant choices in language, which is the standpoint of the stylistic analysis as well.

Ideational function

Ideational function refers to the conceptualizing process involved in our mental activities. Ultimately, It is the language that makes us know and understand what happens around us.

The IDEATIONAL FUNCTION is related to Benveniste's concept of "subjectivity". Halliday points out that language serves for the expression of "content", so the individuals can speak about their experiences of the real world as well as their inner thoughts. If any person can TELL about something, it means that they have the capacity to establish him/herself as subject in relation to others.

Textual Function:

Textual competence refers to our ability to create long utterances or pieces of writing which are both cohesive and coherent. Unlike animals people, by use of certain linguistic devices, are able to produce long sentences and text, and not only simple phrases.

The TEXTUAL FUNCTION is, according to Halliday, what enables the speaker or writer to construct "texts", or connected passages of discourse. That are situationally relevant; and also what enables the listener or reader to distinguish a text from a random set of utterances. This could be related to Benveniste's distinction between Story and Discourse, in which the first one takes the third person singular, is usually in the passive voice, and is represented by the NON-I and the second one takes the first person singular, active voice and is represented by the presence of "I". Both Story and Discourse are two different ways of textual organization.

The above mentioned functions are only one point of view on language. Most certainly there are many other functions that natural languages fulfill, yet depending on approach to this issue the number of functions and their names might vary.

Information about the story:

The short story, 'The Cop and the Anthem' by American author, O. Henry includes several of the classic elements of an O. Henry story, including a setting in New York City, an empathetic look at the state of mind of a member of the lower class, and an ironic ending.

The Cop and the Anthem has only one character who is given a name, the protagonist "Soapy." Furthermore, no last name is given. It is made clear that Soapy is homeless, a member of the substantial army of underclass men and women who had flocked to New York City during the earliest years of the twentieth century.

The short story's narrative is set in an unstated day in late fall. Because the city trees' deciduous leaves are falling and there is a hint of frost in the air, Soapy faces the urgent necessity of finding some sort of shelter for the winter. He is psychologically experienced in thinking of the local jail as a de facto homeless shelter, and the narrative shows him developing a series of tactics intended to encourage the police to classify him as a criminal and arrest him.

Soapy's ploys include swindling a restaurant into serving him an expensive meal, vandalizing the plate-glass window of a luxury shop, repeating his eatery exploit at a humble diner, sexually harassing a young woman, pretending to be publicly intoxicated, and stealing another man's umbrella.

However, all of these attempts are quickly exposed as failures. The upper-class restaurant looks at Soapy's threadbare clothes and refuses to serve him. A police officer responds to the broken window but decides to pursue an innocent bystander. The diner refuses to have Soapy arrested, and instead has two servers throw Soapy out onto a concrete pavement.

Soapy's failures to earn his desired arrest continue. The young woman, far from feeling harassed, proves to be more than ready for action. Another police officer observes Soapy impersonating a drunk and disorderly man, but assumes that the exhibitionistic conduct is that of a Yale student celebrating their victory over "Hartford College" in football. Finally, the victim of the umbrella theft relinquishes the item without a struggle.

Based on these events, Soapy despairs of his goal of getting arrested and imprisoned. With the autumn sun gone and night having fallen, Soapy lingers by a small Christian church, considering his plight.

As O. Henry describes events, the small church has a working organ and a practicing organist. As Soapy listens to the church organ play an anthem, he experiences a spiritual epiphany in which he resolves to cease to be homeless, end his life as a tramp afflicted with unemployment, and regain his self-respect. Soapy recalls that a successful businessman had once offered him a job. Lost in a reverie, Soapy decides that on the very next day he will seek out this potential mentor and apply for employment.

As Soapy stands on the street and considers this plan for his future, however, a policeman taps him on the shoulder and asks him what he is doing. When Soapy answers "Nothing," his fate is sealed: he has been arrested for loitering. In the magistrate's court on the following day, he is convicted of a misdemeanor (in the courtroom, he is pronounced guilty of "vagrancy, no visible means of support"), and is sentenced to three months in Riker's Island, the New York City jail.

In the light of M.A. K. Halliday's discipline, It is an attempt to analyse a piece of literary text written by O. Henry in the form of a short story titled "*THE COP AND THE ANTHEM*". An attempt has also made to criticize the text objectively in relation to its grammatical features and choice of words and sentence styles.

Analysis:

When we look at the story from the point of 'transitivity functions' included in the stylistic analysis which tell us about the language and its reflection on processes ,participants ,circumstantial functions we realize that main participant is ' Soapy' and most of the processes are acted by him. When we count all the sentences describing him or the ones in which he dwells or incidents take place we realize his desperate efforts to reach his goal. The other participants I'd like to analyse on this text -apart from 'Soapy'- are the policeman and referred character by narrator himself.

Though the other participants are not that influential I would like to examine the processes of them in order to display the currents of events as a whole. The police man is the efficient figure in the sequences of the events in the story or rather say in the stories of O. Henry. It is also important to handle here to maintain the entirety of the text.

M. A. K. Halliday's approach has been applied to examine the story. His process in which 'Ideational', 'Interpersonal', 'Textual' Functions of language are dealt with in order to support all the commendation on O. Henry's work.

Ideational Functions:

In order to relate the cognitive realities of the text with its language and give the accurate meaning it is essential to deal with the ideational functions of language of it. By this way we will have a deep knowledge of how these characters are seen as , what their mental processes are, what are the circumstantial features, and so on. It would also make the psychological status and behaviour of the participant clear.

1. Soapy as a participant:

Relational processes:

Soapy had been presented as the desperate fighter with life and the fate that life had offered by society. The way he has been portrayed shows the way he is spending his life among the New York dwellers. There are narrated descriptions about his physical appearance and his characteristics and his view on the fellow citizens;

The hibernatorial ambitions of Soapy were not of the highest. In them were no considerations of Mediterranean cruises, of soporific Southern skies or drifting in the Vesuvian Bay.

On the previous night three Sabbath newspapers, distributed beneath his coat, about his ankles and over his lap, had failed to repulse the cold as he slept on his bench near the spurting fountain in the ancient square.

He would pull himself out of the mire; he would make a man of himself again; he would conquer the evil that had taken possession of him. There was time; he was comparatively young yet; he would resurrect his old eager ambitions and pursue them without faltering. Those solemn but sweet organ notes had set up a revolution in him. To-morrow he would go into the roaring down-town district and find work. A fur importer had once offered him a place as driver. He would find him to-morrow and ask for the position. He would be somebody in the world. He would.

There was time; he was comparatively young yet; he would resurrect his old eager ambitions and pursue them without faltering.

He was shaven, and his coat was decent and his neat black, ready-tied four-in-hand had been presented to him by a lady missionary on Thanksgiving Day. If he could reach a table in the restaurant unsuspected, success would be his. The portion of him that would show above the table would raise no doubt in the waiter's mind.

Into this place Soapy took his accusive shoes and tell-tale trousers without challenge.

Material Processes:

"Where's the man that done that?" inquired the officer excitedly.

"Don't you figure out that I might have had something to do with it?" said Soapy, not without sarcasm, but friendly, as one greets good fortune.

"Now, get busy and call a cop," said Soapy. "And don't keep a gentleman waiting."

"Ah there, Bedelia! Don't you want to come and play in my yard?"

"Oh, is it?" sneered Soapy, adding insult to petit larceny. "Well, why don't you call a policeman? I took it. Your umbrella! Why don't you call a cop? There stands one on the corner."

Soapy is a person tired of inabilities of various government institutions and those of Philanthropist as they do not meet with the real ends of the needy.

He is very uneasy at the place where he spends his nights. However old his habit of sleeping on bench in Madison Square would be, the coming winter makes him feel uneasy:

"Don't you figure out that I might have had something to do with it?" said Soapy, not without sarcasm, but friendly, as one greets good fortune.

On his bench in Madison Square Soapy moved uneasily.

Soapy moves uneasily on his bench in the park, you may know that winter is near at hand.

His goal is to keep himself away from the pricking winter;

Three months on the Island was what his soul craved. Three months of assured board and bed and congenial company, safe from Boreas and bluecoats, seemed to Soapy the essence of things desirable.

Soapy, having decided to go to the Island, at once set about accomplishing his desire. There were many easy ways of doing this. The pleasantest was to dine luxuriously at some expensive restaurant; and then, after declaring insolvency, be handed over quietly and without uproar to a policeman. An accommodating magistrate would do the rest.

Mental Processes:

"Of course it's mine," said Soapy viciously.

"Nothin'," said Soapy.

Looking at how Soapy looks at the world around him and his murmur about the New York dwellers. It seems that he is not happy with the citizens around and those who do Philanthropy. There are many narrations that speak out the mind of the main character, Soapy on society and fellow citizens.

And also in a moment his heart responded thrillingly to this novel mood. An instantaneous and strong impulse moved him to battle with his desperate fate. He would pull himself out of the mire; he would make a man of himself again; he would conquer the evil that had taken possession of him.

Soapy had confidence in himself from the lowest button of his vest upward.

He scorned the provisions made in the name of charity for the city's dependents. In Soapy's opinion the Law was more benign than Philanthropy. There was an endless round of institutions, municipal and eleemosynary, on which he might set out and receive lodging and food accordant with the simple life.

He is proud:

But to one of Soapy's proud spirit the gifts of charity are encumbered. If not in coin you must pay in humiliation of spirit for every benefit received at the hands of philanthropy.

He thinks:

Caesar too had his Brutus, every bed of charity must have its toll of a bath, every loaf of bread its compensation of a private and personal inquisition. Wherefore it is better to be a guest of the law, which though conducted by rules, does not meddle unduly with a gentleman's private affairs.

But apart from his hibernatorial ambitions there is an instinct alive in him;

And also in a moment his heart responded thrillingly to this novel mood. An instantaneous and strong impulse moved him to battle with his desperate fate. He would pull himself out of the mire; he would make a man of

himself again; he would conquer the evil that had taken possession of him. There was time; he was comparatively young yet; he would resurrect his old eager ambitions and pursue them without faltering. Those solemn but sweet organ notes had set up a revolution in him. To-morrow he would go into the roaring down-town district and find work. A fur importer had once offered him a place as driver. He would find him to-morrow and ask for the position. He would be somebody in the world. He would

When he fails in his attempts to reach arcadia he reacts too sentimentally;

Disconsolate, Soapy ceased his unavailing racket. Would never a policeman lay hands on him?

In his fancy the Island seemed an unattainable Arcadia. He buttoned his thin coat against the chilling wind.

When not being favoured:

"Of course it's mine," said Soapy viciously.

2. Policemen as a participant

Relational Processes:

There are no strong description of the physical appearance or utterance for their personality but their actions speaks louder to describe their attitude towards their profession and citizens:

a policeman in the lead. Soapy stood still, with his hands in his pockets, and smiled at the sight of brass buttons.

The policeman's mind refused to accept Soapy even as a clue. Men who smash windows do not remain to parley with the law's minions. They take to their heels. The policeman saw a man halfway down the block running to catch a car. With drawn club he joined in the pursuit. Soapy, with disgust in his heart, loafed along, twice unsuccessful.

Material Processes:

"Where's the man that done that?" inquired the officer excitedly.

"What are you doin' here?" asked the officer.

"Then come along," said the policeman.

There is not much narrated about the material processes.

May be as we all know how and what the policemen look alike.

The policeman's mind refused to accept Soapy even as a clue.

Men who smash windows do not remain to parley with the law's minions.

They take to their heels. The policeman saw a man halfway down the block running to catch a car.

The policeman's mind refused to accept Soapy even as a clue. Men who smash windows do not remain to parley with the law's minions. They take to their heels. The policeman saw a man halfway down the block running to catch a car. With drawn club he joined in the pursuit. Soapy, with disgust in his heart, loafed along, twice unsuccessful.

Mental Processes:

As soon as he takes a part in the story, he behaves like an observer as it is understood from the sentences below:

"Where's the man that done that?" inquired the officer excitedly.

With the young woman playing the clinging ivy to his oak Soapy walked past the policeman overcome with gloom. He seemed doomed to liberty.

And when he came upon another policeman lounging grandly in front of a transplendent theatre he caught at the immediate straw of "disorderly conduct."

On the sidewalk Soapy began to yell drunken gibberish at the top of his harsh voice. He danced, howled, raved, and otherwise disturbed the welkin.

The policeman twirled his club, turned his back to Soapy and remarked to a citizen:

"'Tis one of them Yale lads celebratin' the goose egg they give to the Hartford College. Noisy; but no harm. We've instructions to lave them be."

A policeman who stood before a drug store two doors away laughed and walked down the street.

Doing nothing is not less than crime:

Soapy felt a hand laid on his arm. He looked quickly round into the broad face of a policeman. "What are you doin' here?" asked the officer.

"Nothin'," said Soapy.

"Then come along," said the policeman.

Other participants:

Other participants are not that important and can be understood very easily by readers. They are nothing but the dwellers of the New York. According to Soapy they are just more fortunate fellow New Yorkers. These participants are referred by their very functional identity like citizens, policeman, a lady missionary etc. than proper names; they are representatives than just a characters they represent their community or group they belong to;

Other participants;

- Just as his more fortunate fellow New Yorkers
- Women in furs and men in greatcoats moved gaily in the wintry air. (new yorkers)
- a policeman
- a lady missionary
- The young woman
- a well-dressed man lighting a cigar at a swinging light.

Interpersonal Functions:

Looking at O. Henry's story from the point of the language use between the participants, we come across with variability making the text closer to real, authentic usage by means of questions, answers, requests, imperatives, exclamations and so on.

Here are the participants who share their words:

"Where's the man that done that?" inquired the officer excitedly.

"Don't you figure out that I might have had something to do with it?" said Soapy, not without sarcasm, but friendly, as one greets good fortune.

"Now, get busy and call a cop," said Soapy. "And don't keep a gentleman waiting."

"No cop for you," said the waiter, with a voice like butter cakes and an eye like the cherry in a Manhattan cocktail. "Hey, Con!"

"Ah there, Bedelia! Don't you want to come and play in my yard?"

"Sure, Mike," she said joyfully, "if you'll blow me to a pail of suds. I'd have spoke to you sooner, but the cop was watching."

"'Tis one of them Yale lads celebratin' the goose egg they give to the Hartford College. Noisy; but no harm. We've instructions to let them be."

"My umbrella," he said sternly.

"Oh, is it?" sneered Soapy, adding insult to petit larceny. "Well, why don't you call a policeman? I took it. Your umbrella! Why don't you call a cop? There stands one on the corner."

"Of course it's mine," said Soapy viciously.

"What are you doin' here?" asked the officer.

"Nothin'," said Soapy.

"Then come along," said the policeman.

"Three months on the Island," said the Magistrate in the Police Court the next morning.

There are imperatives uttered by Soapy, how desperate he is to get arrested;

"Now, get busy and call a cop," said Soapy. "And don't keep a gentleman waiting."

"Then come along," said the policeman.

"Three months on the Island," said the Magistrate in the Police Court the next morning.

Textual Functions:

Both the narrative statements directly by the writer and the dialogues between the participants are involved in the story. Ideas of the characters and their acts are told by the writer of the text as narrator whereas the chain of particular events, speech acts are presented via dialogues which are very few in numbers as the narrator attributes more to the character than the dialogues which is the need of the story. It is because the story intends to know the reader more about Soapy than the other characters. O. Henry is like an observer describes the characters, the events and gives us the mental state of the characters giving us an idea about what the characters are thinking to themselves. For example Soapy is made to think and speak to himself after being not caught by police against his several desperate efforts on which people are caught very immediately. This makes him go further and plan further to get arrested.

Some exceptional structures of sentences that add effect to the language and make the reader fluent in reading. It seems that the narrator adds more importance to the places and this is what made the narrator place adverbial phrases in the beginning of the sentences than after the verbs.

On the previous night three Sabbath newspapers, distributed beneath his coat, about his ankles and over his lap, had failed to repulse the cold as he slept on his bench near the spurting fountain in the ancient square.

Five blocks Soapy travelled before his courage permitted him to woo capture again.

As Cæsar had his Brutus, every bed of charity must have its toll of a bath, every loaf of bread its compensation of a private and personal inquisition.

A roasted mallard duck, thought Soapy, would be about the thing with a bottle of Chablis, and then Camembert, a demi-tasse and a cigar.

Into this place Soapy took his accusive shoes and tell-tale trousers without challenge.

At a table he sat and consumed beefsteak, flap-jacks, doughnuts, and pie. And then to the waiter he betrayed the fact that the minutest coin and himself were strangers.

Neatly upon his left ear on the callous pavement two waiters pitched Soapy.

On the sidewalk Soapy began to yell drunken gibberish at the top of his harsh voice. He danced, howled, raved, and otherwise disturbed the welkin.

In a cigar store he saw a well-dressed man lighting a cigar at a swinging light. His silk umbrella he had set by the door on entering. Soapy stepped inside, secured the umbrella and sauntered off with it slowly. The man at the cigar light followed hastily.

At the next corner he shook off his companion and ran.

For there drifted out to Soapy's ears sweet music that caught and held him transfixed against the convolutions of the iron fence.

Especially the last expression, which seems to be a command or 'Imperative sentence', but is not a sentence at all by its structure;

"Three months on the Island," said the Magistrate in the Police Court the next morning.

Use of phrases in narration that makes the language mellifluous and fluent:

- When wild
- honk high
- when women without
- soporific Southern skies
- board and bed
- Boreas and bluecoats,
- menaced mallard
- smiled, smirked, and went brazenly

Conclusion:

Having analysed this literary text by not commenting on it with my superficial impressions but examining it in detail considering into the linguistic features of it, I have obtained more objective criticism. Furthermore, it has proved that our impressions supposed to be uttered intuitively and unconsciously has hidden conscious in itself and kept hidden unless it emerges by studying it with its grammatical features which helped me to analyse the short story of O. Henry more genuinely. By means of this stylistic analysis, I, myself, have also seen that a literary text can be interpreted effectively, scientifically, and most correctly when its functional features are studied in detail and one can enjoy the passage even after its linguistic features are dealt with, which is supposed to make the meaning and charming beauty of the work of art loss. In the analysed story, '*Cope and The Anthem*' has narration part more than direct processes and circumstances. It is indeed one of the skills to make the story short and effective by avoiding unwanted dialogues and framing them into narration part which keeps readers enthusiasm intact. We can also conclude that there are many aspects of language that makes the writing effective; the choice of words and words arranged in alliteration play vital role in adding effect to the work that O. Henry has masterly done in his short stories.

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Eccentric characters in Talkative Man

Dr. S. Parvathi Devi

Introduction –

R.K. Narayan quite humorously as well as realistically portrayed the quality of being eccentric through the characters of Dr. Rann and his wife. Dr. Rann is actually Rangan, a familiar Indian name which he had “trimmed and tailored to sound foreign” and any one would take him to be a German or Hungarian or Rumanian, who claimed to have come from Timbactoo to prepare a project on futurology and submit to U.S. Rann is pure Indian according to so-called Talkative Man, from a southernmost village named Maniyur, of the usual pattern with tiled homesteads and huts clustering around a gold-crested temple that towered over an expanse of rice fields and coconut groves. (Talkative Man, p-2) He was such a mysterious man that no one could fathom or guess either his actions or nature. He was eccentric in troubling even the good natured and simple living station master, porters and also the talkative man to certain extent, however the latter was shrewd enough to escape from him and saved others also. But after the arrival of his wife, it was his turn to get embarrassed. At *the fag end* of the story talkative man cleverly manipulates Rann’s plan and out within and saved the innocent granddaughter of the old librarian, who had been the associate of talkative man. The present paper throws a light on the eccentric nature of different characters in Narayan’s “Talkative man.” The story is set at the backdrop of Narayan’s imaginary town, Malgudi. Narayan’s characters are life like, settings familiar, incidents probable. Henry Miller says, “Narayan is a born story-teller.

Antony West calls him “a first rate story teller. Narayan’s narrative skills make him so popular and successful in India and abroad. He presents his language without much ado and pomp.

The way of Rann’s entry to Malgudi and his way of approaching Talkative man-

In spite of being unfamiliar to Talkative Man, who had been called so and who was desperately trying to establish as a journalist, Rann straight away came into contact with him by the way of his waiting at town hall library, a common place which had been regularly visited by Talkative man. He himself enquired about the whereabouts of the latter and TM to *break the ice*. Even to talk with him without getting his permission, he was somewhat ostentatious and authoritative, demanded for a comfortable place such as bar or restaurant so as not to get noticed by others or to protect their privacy. First of all after his entry into the village, he asked the railway station master for his stay at passengers’ waiting room. It could be given only until the passenger takes his the next train. But he was quite a trouble making man, neither vacates the waiting room, which was enigmatic with its innumerable cockroaches and bed bugs, nor adjusted with that. The man, who had to vacate it only in a few hours, stays there perpetually, created a big problem to the earnest and honest station master, whose services are remarkable and stainless. “For thirty years I have lived

without a remark in my service records.”(p -13)

His ostentatious and presumptuous behavior-

When TM amazed at the mention of Timbactoo, Rann elucidated in his own style of ado and pomp that it was a lovely place on the West coast of Africa. A promising, developing town- motor cars in the streets, sky scrapers coming up – Americans are pouring a lot of money there.” He added that he had come there on a United Nations project. In citing the situation of the railway waiting room, he said, “Tell me who the railway minister is now, and help me to draft a letter to him.” (p -10)

When he was waiting for TM, he looked so important and because of that the town hall librarian was “nervous and deferential , which he showed by sitting forward and not leaning back with his legs stretched under the table as was his custom.” (p – 6.) when TM approached Rann, he didn’t pay any attention towards him and left a mark on the former as “an oddity.” TM felt resented and suppressed an impulse to ask whether he had anything to say or leave the place. When TM suggested a place under the banyan tree, he outraged and said simply that “he had not been used to sitting down and had left that habit years ago.” (p -7.) Finally TM managed to find a vacant space on the fountain parapet. As TM almost jumped out of a queue and grabbed the seats, Rann slowly blow off the dust, spread his hand kerchief and sat beside the former. Actually as he was a stranger he had to open the conversation but he remained silent waiting for TM to question him. Then he told that he was in need of him to provide information saying that “he had been the journalist, active and familiar in that town, and certainly would know what’s what.” (p – 9.)

Indeed who was in need of waiting room had to request for it. On the contrary, with his dressing style and gait he demonstrated a man of great importance at which the ‘little station master embarrassed and showed him the way to waiting room by accompanying him and made it ready for him after proper and comprehensive cleaning by a porter. Instead of being grateful to the station master for his genial spirit to help him, he threatened that he was going to report to the railway authorities about the unhygienic condition of the waiting room. Then the station master became morose and wailed by telling to TM that he wouldn’t care him and he had not been the father –in –law to look after him. Incessantly without being bothering about anybody, he stayed in the same shelter for three weeks. He can easily maneuver anybody. Neither the station master nor TM could deal with him. He very conveniently asked TM to see a room for him when he was questioned by TM when he was going to vacate the room. After TM showed him a good number of rooms he rejected those with some dissatisfaction or some pretext. Having vexed by his nature TM finally permitted him to stay at his home until he gets room. Since one important officer was visiting that place the station master feared and came to the refuge of TM. Then it was the only source to him to invite to his house. There also Rann complained sullenly about toiletries and other things such as going to bath towards courtyard for long distance. He had to adjust with all inconveniences to complete his project. TM threatened Rann saying it was the condition of his house and he was not going to do any moderations.

A hard nut to crack in the life of Rann-

As the days are going on smoothly, with the advent of so-called wife, Rann’s position became like a fish out of water. He was at sixes and sevens when he had heard the news of his wife and her trials in finding out

him with his photograph. He couldn't remain peaceful after TM had announced about her serious search for him as well as her revealing about Rann to station master and other porters. His nature had been completely changed; he became meek and even started obeying the orders of TM and also patiently listening to each and every thing of whatever odds and ends TM tried to say.

In spite of being a philanderer, Rann was successful in his plans- Even after he was known as a philanderer he was triumphant in his plans, he could easily confuse and dominate people and get whatever he had wished. Just by his force in a state of delirium, TM brought him to his own house and provided shelter. Indeed he could have easily left him and gone on his own way. A kind of unknown imperialism had been a part and parcel of his nature. He was successful in maneuvering TM and made his stay unknown to his wife.

Rann's relentless wickedness –

He left his wife who had come with him even by leaving her affectionate parents, according to her, and never hesitated to deceive even very young girl, the granddaughter of librarian. He had no heart at all. He took the lives of so many innocent women and finally reached to Malgudi. Here being shrewd and good natured TM would like to help librarian and the innocent girl and he outwit the plan of Rann and ultimately saved the life of a young girl.

The eccentric nature of Rann's wife –

Right from her entry to Malgudi, she was very fastidious in finding out the whereabouts of her husband. She had hefty and course personality and was quite authoritative. Whoever will come across to

her she can easily maneuvered those. She tried to get all the details from TM but because his previous experience with Rann, TM didn't reveal anything. But to everyone's surprise, she was managed to come to the house of TM. Even after being told by TM she insisted him on listening to her long and comprehensive story of her marriage to Rann including their elopement. She never felt a little trace of strangeness to share her life story even to an unknown man. Ultimately TM was the victim of her sad story for protecting Rann.

“She brushed off my protestations and hints and continued her narration as if only her tongue functioned, not her ears. She was quite carried away by her memories. (p -66)

Without meeting her husband finally she had to return to her place assigning the task of tracing and informing about Rann to TM.

“She begged, “If he is here, please give him up again- I agreed to this trip in the hope that he might be here again, although it was a hopeless hope.” (p -116)

Bizarre nature in TM –

TM was always trying to establish as a journalist, always busy and enthusiastic in collecting interesting news. Since he had been the journalist he had to face problems with Rann as well as his wife, The Commander Sarasa. As had been facing problems with Rann he could have given the information about him to his wife. But he preferred saving him from her that's why he concealed the whereabouts of Rann from his wife. It seems that he had been in fascination about Rann's way of dressing and his mysterious ways of working on U. S. project and above all he felt proud of his hometown Malgudi being a part of study of reputed project and Malgudi's mentioning in international news.

Conclusion –

Various mysterious and enigmatic dispositions of different characters are researched and presented in this paper with proper references. Rann is the centre of the attraction to the readers as well as researchers. The reader will be *at sixes and sevens* at the bizarre nature of different characters. Whether Rann came to this Indian land with a purpose of project or merely to escape from the attacks of women whom he had cheated was doubtful. Whether commander Sarasa was the actual wife of him was also doubtful according to the words of TM. Even though he came to know about the nature of Rann why TM was taking the risk of protecting from his wife was also a big question of significance. *En masse* R. K. Narayan had thrown a challenge of many a puzzling question to his readers internationally.

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Revisiting Self: An Analysis of Kamala Das' *My Story*

Rani Rathore

Autobiography is the description of an individual's life. The description involves considerable self - analysis on the part of the writer. John Eakin sees autobiography as "a mode of self-invention that is always practiced first in living" (1985:9). It is an image of self that the autobiographer wishes others to see and to know. As Shubha Tiwari states:

Autobiography is a deliberate opening up of the self. One writes an autobiography out of inner compulsions only. In this sense, it is a very personal kind of genre. One bares oneself knowingly for the world. (2005:208)

In the whole process of disclosing oneself, the selection of events is really important. As Marlene Fisher puts in:

The selection themselves, those experiences or events to be included in the autobiographical text and, sometimes more important, those to be omitted, are not only self (author), revealing, but are part of the autobiographer's self- creation or self-re-creation. An autobiography does not repeat a life but instead constitutes it, brings it into existence. (1995:179)

In this process of invention, recreation or depiction of a 'self', time plays a vital role. According to Marlene Fisher, "The journey of a self through time is central to autobiography, for the voyage determines in large measures the self the voyager will become" (1995:177). It is a journey, a communication between self past and self-present, where self remains important in the text, "the self that is the center of all

autobiographical narrative is necessarily a fictive structure" (1985:3), writes Paul John Eakin. According to Gerhard Stilz, "autobiography is an elliptic venture where an author attempts to describe and locate one focus(his own self) by coming to terms with the other (the world experienced)"(1995:164). Kamala Das in the Preface of her autobiography, *My Story* gives the reason of writing an autobiography by telling that she began writing this during her first major attack of heart disease. The doctors thought that writing would distract her mind from the fear of sudden death and besides, there were all the hospital bills to be taken care of. Through *My Story* Kamala Das believes that she has disgraced the family by telling her readers her story. "Thus the prime aim of autobiography is to define one's personal identity, is- paradoxically directed towards coming to terms with the world" (1995:164), states Gerhard Stilz. As a piece of writing *My Story* is quite touching and revealing. It not only reveals the secret of the 'self ', but also of others. The present paper will try to explore 'her self ' in terms with shades of life through *My Story*.

My Story is a blend of confession and memoir. According to Geok-lin, "Das locates the origin of her autobiography in the confessional impulse attending the deathbed "(1992:350) . She released her 'self' from the retention and retrieval of past experiences. A confessional writer places no barriers between one's self and the direct expression of that 'self '. Personal failure as well as mental illness is the favourite theme. In *My Story*, Kamala exhibits

all the essentials of a true confessionalism. She tells us her personal experiences including her neglected childhood, growing up phase, her marriage, her disappointment in love, her extra-marital affair to overcome her loneliness and so on. As A.N Dwivedi writes, "Her autobiography in prose is more baffling and dazing than her poetry, though both speak about the same person and her woeful situation" (2006:42). To look back or to revisit such a past requires great courage. Richard Sennett believes, "truthful memory of past requires courage, since the collage of conscious pain only becomes thicker when we remember well" (1998:11). Das unfolds and unleashes her thoughts and desires through *My Story*.

Like most of the autobiographers Das, too talks about her childhood in detail. Her childhood was emotionally deprived, lonely and neglected. She faced gender and colour discrimination as well. Her parents were ill-matched. Her father was always busy with work at the automobile and her mother whom she calls indifferent passes her time lying on bed composing poems in Malayalam. Sezer Sabriye comments, "in autobiographies that are written by women, the central theme is relationship between the author and her mother. However, Kamala Das does not prefer to talk about her relationship with the mother" (66)¹. Her mother is an absent figure. Kamala and her brother were taken care of by the cook, who served and carried them to school. Kamala's childhood is a picture of complete loneliness,"and because we were aware of ourselves as neglected children in social"(2).

It is said that the first few years of human life is the period which is of great significance, for individual development. The parental indifference and lack of parental love

result in Kamala's relationship with others. Her parent's indifference was covered by her grandmother's love, with whom was very close. The loneliness that Kamala experienced in childhood remains with her throughout her life. And perhaps somewhere her loneliness is responsible in making her a poet. Kamala Das started writing at an early age. She wrote verses which make her cry, "And the white sun filled my eyes with its own loneliness. The smell of henna flowers overwhelmed me"(9). Speaking of her mental states she writes, "I was too young to know about ghosts. It was possible to love the dead as deeply as I loved the living.... From the dead no harshness could emanate, no cruelty" (10).

My Story makes an apt study of the loveless and deprived life. It is a (psychological) study of Das as a daughter, a wife, a mother and a beloved. The first few chapters of *My Story*, not only give the description of Kamala's childhood but also her growth into womanhood. At school on one hand Kamala Das experienced some great friendships and on the other she came across her classmate Devaki's infatuation for her. Like every girl's approaching adulthood, the consciousness of the physical changes brought confusions in Kamala's mind. The period of change is said to be the period of crises. This begins much earlier in girls and brings much more vital changes. "I am ill, I am dying... something has broken inside me"(59). But unlike any girl Kamala met it not with uneasiness or with displeasure, rather she was happy, when told that now she can bear a child. She writes, "I felt happy to think that I too could be a mother. I wanted to get a child for myself as fast as I could"(59). That's only how her little heart could think of overcoming her loneliness.

Kamala now paid more attention to her looks. She writes, "I removed my glasses at the slightest provocation to expose my eyes which I thought were rather lovely"(60). As Simone De Beauvoir (1949) believes:

The young girl, she is already free of her childish past, and the present seems but a time of transition; it contains no valid aims, only occupations. Her youth is consumed in waiting, more or less disguised. She is awaiting man. (1997:351)

At the age of thirteen she fell in love with a student leader and then her tutor. She started beautifying herself. She cried for the company to overcome the sense of neglect and loneliness. It resulted in Kamala's leaning towards the same sex, the girl of eighteen. About the experience she writes, "She kissed my lips... It was the first kiss of its kind in my life... Both of us felt rather giddy with joy like honeymooners" (75).

The loveless and emotionally deprived Kamala passed through the period of intense loneliness when her mother and brother left her. The mother left for Malabar and the elder brother went to Madras to study medicine. She writes, "I was a burden and a responsibility neither my parents nor my grandmother could put up with for long. Therefore with the blessing of all our marriage was fixed" (77). The fifteen year old Kamala wished to complete her study, but marriage is seen as the only solution for a woman. It reminds one of Attia Hosain's semi-autobiographical novel, *Sunlight on a Broken Column*(1961) where the protagonist Laila says, "The cure for a good girl is to get married quickly, the cure for a bad girl is to get married quickly" (29). Kamala felt lost and dejected. She knew that she was going to be "the victim of a young man's carnal hunger and perhaps, out of our union, there would be born a few children"

(81). One is forced to think about the unpredictability of a girl's future. Sudhir Kakar (1996) observes, "The beginning of an Indian girl's deliberate training is how to be a good woman, and hence the conscious inculcation of culturally designated roles" (2003:61). As Kamala's marriage was finalised against her wishes all her dreams of an ideal loving husband crashed. As Simone De Beauvoir (1949) writes, "She thinks that under his caresses she will feel herself born along by the vast current of life..."(1997:352). But in Kamala's marriage there is no softness of love but only lust as, "His hands bruised my body and left blue and red marks on my skin (79). Kamala in her marriage wanted to see, what was missing in her parents' relationship. But in her case it turned worse. In Simone de Beauvoir's (1949) words, "getting a husband as in some cases a 'protector'-is the most important of undertakings man incarnates the other, as she does for the man..." (1997:352).

She could manage to remain a virgin for nearly fortnight. But later on she surrendered herself. In her famous poem "Introduction", Kamala Das gives the description of her wedding night. She writes:

I asked for love, not knowing what else to ask.

For, he drew a youth of sixteen into the bedroom and closed the door.

He did not beat me but my sad woman body felt so beaten.

All her hopes of true love came to an end and the bitter experience of life changed the girl of fifteen into a woman of thirty. Still she wished to be near her husband, deeply in love with him, but her body was immature enough." For him such a body was an embarrassment"...

(85). As Simone De Beauvoir (1949) puts in, "the feminine flesh is for him (man) a prey, and through it he gains access to the qualities he desires, as with any object"(1997:393). A young woman in Anees Jung's *Unveiling India* narrates, "When I became his wife, I became his property. The act of love for her, as millions of women, is a dumb duty as compulsive as being a good wife and a good mother"(1987:67). The poet gives up to his carnal desire as she has nothing more to offer.

Kamala Das gave birth to three sons one after the other. "Simone de Beauvoir (1949) asserts, "the young girl has hardly more than her body which she can call her own: it is her greatest treasure; the man who enters her takes it from her"(1997:405). Her frustrations and unhappiness led to a complete emotional breakdown from which she recovered only because of her grandmother's love and care. In this period, she had written maximum number of her poems. Kamala writes that it became quite apparent that Mr.Das married her for the sake of social status, not out of true love. Marriage in the life of every woman signifies flowering. As Anees Jung lays down:

Marriage as an ideal is a sacrament, a bond forged between a man and a woman with fire as witness. Time has diffused, the ideal. It has little to do with the act of love. It is more a social act that originates in need.... (1987:67) Kamala's expectation of love, that soft touch changed into roughness. According to Simone De Beauvoir (1949), "she longs for a strong embrace that will make of her a quivering thing, but roughness and force are also disagreeable deterrents that offend her"(1997:398).

Kamala now decided to be unfaithful to her husband" at least physically. I was ready for

sexual banquet" (90). One after the other Kamala developed quite an intimacy with few men, young bricklayer, a man who played tennis, pen friend Carlo and so on. Kamala Das in her autobiography not only talks about her neglected childhood and unhappy marriage but her long illness as well. A confessional writer often writes about death, disease and destruction. He / She is concerned with the decay of the body and its aftermath attacks. Das' *My Story*, is a story of recurrent attacks of diseases and illness. There are several accounts of them, she writes, "I had lost during that illness the resemblance to anything human" (164). *My Story* unfolds the truth of her plight and tragedy, it contains flashes of her miserable life. She seems obsessed with the "idea of death". Kamala Das's life echoes with the famous confessional poet Sylvia Plath, who suffered from severe depression, and as a result turned to writing. Her fear ridden self is depicted in her famous poem "Apprehensions", in which she talked about her failed marriage. And later on she committed suicide. Death seems to be the only way out of life thwarted emotionally and psychologically. Unlike her Kamala Das did not finish her life, instead started writing. She saves her life by depicting her life. Shirley Geok Lin asserts, "Das chooses writing against suicide, self-inscription against self-destruction and so takes the first step of revolt against a symbolic, political system that has oppressed her. (1992:359). Living in such a state, life and death become undistinguishable for her.

Each stage of Das' *My Story* is like a mirror, which are both reflections of the 'self' and the 'other self'. This reminds one of Ahmed Ali's semi-autobiographical novel *Twilight in Delhi* (1940), the voice of the narrator is all powerful who says, "This world is a house of

many mirrors, whenever you turn you see your own images in the glass. They multiply and become innumerable until you begin to feel frightened of your own self"...(119). Definitely Das' autobiography like a mirror shows clear images of herself and the fear results in her true admission of her past. And the past has unveiled the truth of life, yet there is no solace in the truth of memory, as it cannot change. According to Richard Sennett, "Truthful memory opens wounds which forgetting cannot heal: the traces of conflict, failure and disaster are never erasable in time" (1998:11). But Kamala Das "Like the phoenix rose from the ashes of her past" (164). She compromises and surrenders herself, with the passing time. She plays her role of a daughter, a wife and a mother. As Anees Jung writes, "To be a wife, to be a mother. That is what a woman is born to be. Therein lies her identity, her utility, her reason to be alive" (1987:74).

The end of *My Story* presents Kamala Das as a happy and a contented woman who compromised with death but not surrendered, "It is not that I am afraid of the injections and drips and all the rest... ' It is just that I have stopped fearing death.." (213). Kamala Das' story reveals many facets of her 'self'. It unfolds the fact that she was really a distressed woman, pining for true love. Through her autobiography Kamala Das has let her readers peep into her sufferings and tortured psyche. In *My Story*, there is self-justification, self- explanation, a formal justification and defence of a 'self' as a writer. As Jean Starobinski suggests, "No matter how doubtful the facts related, the text will at least present and authentic image of the man who 'held the pen' (1980:75). The self in *My Story* emerges as unique, unchanged by the reactions and the criticism of the society. There is honesty in her writing which merit our appreciation.

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SLEEPING BEAUTY AS A GENDERED ICON

Libin K. Kurian

Culture is often a manifestation of some underlying priorities. These priorities are often the extension of economic preferences or class foundations. The paper is an attempt to bring out the other side of the fairy tale popularly known as Sleeping Beauty. She is known by different names but the basic element of the story is credited to Perrault.

Feminist writers take up the same story and explore the patriarchal machinery that has, till the second half of the twentieth century successfully conveyed a code of conduct. This code of conduct is drilled into the child too early. The child's mind, which is prone to asking questions about anything and everything, sometimes forgets to ask questions regarding a story that is a part of her enjoyment. The acceptance of the underlying messages of such fairy tales is dependent on the nature of the young mind.

Very often this passive reader fails to observe that the story is only an interpretation. Unknowingly children drill down the code that reward and acknowledgement follow when they imitate this patient waiting Beauty. Generally, Fairy tales, being her early favorites, the marks they leave behind are long lasting and difficult to be erased or replaced. What feminist writers do with these stories is to project them from a different angle. In doing so, they expose the so far hidden intention of 'cultural recruitment' (DuPleissis106). It is worth analyzing the technique Erica Jong uses in her works to expose the role of patriarchy.

A deeper study into the myths of the Sleeping Beauty as used by Jong clearly speaks of the type of displacement of attention and the extent to which displacement of the priorities can be studied as the cause for the resulting plight of women, both in the story and outside.

It is interesting to note the development in the feminist narrative especially in relation to the myth of the Sleeping Beauty. The attention has been displaced from even the time of Simone de Beauvoir. There has been a marked shift in attention being projected towards the Princess rather than the vantage point of the prince. It has travelled quite a bit from Beauvoir's "What would the Prince Charming have for occupation if he had not to awaken the Sleeping Beauty?" (183). In *Parachutes and Kisses*, Jong has titled a chapter almost on the myth of the Charming Princess. What if the Prince doesn't come? It is a question that makes the reader think of a different option. The casual reader's attention parallels the attention of the innocent three-year-old daughter. It is depicted as deeply interested in the scene where the Prince comes to awaken the Sleeping Beauty. Attention is concentrated on the effect of the masculine intervention. The reader is usually mesmerized by the relieving charm of the Prince on the Sleeping Beauty.

Feminist writers of the twentieth century come to find in the repository of myths a set of culturally resonant material that chokes the very essence of their identity. Alerted readers are shocked to recognize the patriarchal message that went undetected and unexpressed due to the muted position of the Sleeping Beauty in the story. What once a sleeping beauty has done loses its historicity and is interpreted by 'culture' as the true nature of every person who happens to be a female. That is what DuPleissis means by 'historicized sense of myth' (106). Jong has picked up this myth of the Sleeping Beauty and has given an answer to the characteristic waiting for the Prince to kiss her back to life. The writer interprets Sleeping Beauty as every woman, whose 'sleep' has to be terminated by the debut of a Charming Prince. Jong makes a straight reference to the conventional morality, politics and narrative that

thrives through similar stories that have come to acquire the power of traditional myths.

Jong is attacking the colonized or iconized image of the Sleeping Beauty, as a paradigmatic and timeless archetype of any woman who has to wait for the male intervention. Breaking the course becomes symbolic. It stands for freeing her physically from the curse of her subordinate position and it means freeing her consciousness from the grip of similar archetypal colonizations and letting free the self to continue its quest in life rather than accept the death that traditions have destined for the woman who violates such accrued ideology. She is trying to expose the 'strong system of interpretation masked as representation' and thus challenges the aim of culture to use the masks as a model to 'rehearse one's own colonization or iconization through the materials one's culture considers powerful and primary' (DuPleissis106). This 'noncolonial consciousness' of Isadora, as DuPleissis describes such attitudes, makes her a critic and also a member of culture within which positions she often oscillates.

Jong brings in the myth of the Sleeping Beauty, as a 'displacement of attention' and 'delegitimation of the known tale' that she aims at. The reader is forced to turn her attention from the culturally accrued impressions that she has carried about the Sleeping Beauty story and to question the sequences of events that result from the patriarchal priorities of the narrative which doesn't leave any space for the muted female characters. Importance in the narrative is given to the cultural message that Sleeping Beauty represents- she has to sleep till the Prince comes. And if this muted female is to acquire her voice, she has to think of alternative options like breaking the curse without the intervention of the Prince Charming and at the same time escaping the curse of death that has been destined for such violators. The reader's attention is thus being displaced from the 'impact point of a strong system of interpretation' to the position of the interpreter of the representative meaning of the myth. She

begins to detect the role of patriarchy in focusing attention only on the 'favor' done by the Prince. She slowly acquires the voice to speak from her own angle instead of just cohering to their patterns. The 'representative' meaning is revealed to be the scheming priorities of the dominant class that transfer the male oriented desires on to what according to them can be the expected goals in the life of the weaker class. The 'inevitable' end of death for the violators then becomes the punishment defined by the powerful when anyone attempts to go against the code of priorities prescribed by them. The sequence of events like the punishment with death or suicide shoots out from the selfish priorities of patriarchy.

It is worth credit to refer to Jong's characteristic use of the story of the Sleeping Beauty. On another occasion Jong speaks of the Sleeping Beauty who has to think of kissing herself back to life in case the Prince doesn't turn up. Though the suggestion is only part of a dialogue between a mother and her child in *Parachutes and Kisses*, still the alternative of breaking the normal procedure offers an opportunity for displacing the delegitimated attention on to another option that would offer woman a role and involvement of her choice. "The poet's attitude towards the tale as given determines whether there will be displacement of attention to the other side of the story or delegitimation of the known tale, a critique even unto sequence and priorities of narrative" (DuPleissis106). This use of displacement and delegitimation as critique of the dominant culture serves to rupture the conventional morality and politics as colouring the narrative ideology.

Jong also speaks of another 'feminine' aspect unknowingly being stabilized in the female consciousness of the reader- the image of the *Sleeping Beauty*. "Are women most beautiful when they are asleep-like children?" (*Parachutes and Kisses*118) Beauty of a woman is here defined as dependent on her 'sleeping' attitude. In other words, the passive unquestioning attitude of the women is what

makes her the source of attraction for the Prince. Rather that is what the male expects. A sleeping woman becomes symbolic of a woman who is not expected to question or assert her talents in front of the Prince who seeks her hand. The female has no right to ask any question about the justification for the curse on her. Neither does she feel the need for an alternative action that might save her from the 'sleeping' condition by thinking of kissing herself back to normal life. The priorities set by the masculine narrative can never feel such a need to provide a voice for her whom they have muted down the centuries.

Right from the time of the rule of the Judeo-Christian myth of the image of the unquestioning virgin has repeatedly been drilled into the consciousness of women through similar stories. But the twentieth century writer is ready to offer her worried daughter another option, in case the Prince does not arrive. The thought of having to sleep away her life because of the 'absent male' disturbs the mind of the twentieth century three year old (*Parachutes and Kisses* 118) Isadora convincingly provides the answer in telling her daughter that kissing herself back to life is also possible. "Well, then darling, she just kisses herself and wakes herself up". (*Parachutes and Kisses* 119) Here Isadora is producing a "critical mythopoesis" that could save women from the institutional authority and lead them to the "liberated mythopoesis" (DuPleissis107). "How we women, three and thirty, five and fifty, long for him to come and make all things right" (*Parachutes and Kisses* 118) Whether she is a three year old like Mandy, Isadora's daughter, or a forty year old Isadora, the feeling that there should be a male to "make all things right" sends the woman a race "yearning for the Prince" (*Parachutes and Kisses*).

The reader gets another case of 'displacement of attention' from the story content to its psychological impact on the believer of these myths. The title of the chapter, 'Isadora's Shwantz-Song or What If the Prince Doesn't Come?' itself awakens the curiosity and interest of the reader with its seductive power, but manipulates this interest and diverts it in such a way that the reader takes in the message along with the story. Here the myth or just the name of the Sleeping Beauty stirs the desire of the reader and helps the writer in using the same medium used by patriarchy to control women, as a means of releasing women from the same grits that suffocate them. The writer simply 'recapitulates one of the affirmative functions of myth and applies it to the muted group.' (DuPleissis107) Thus women writers have started using the mythic effect of fairy tales as a correlative to rewrite some of the patriarchal canons.

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“HUMANISTIC APPROACH AND AN ANALYSIS ON INTRALINGUAL ERRORS”.

Prabhavathy. P

Dr.S.N.Mahalakshmi

INTRODUCTION

Language is one of the unique possessions of man. One of the important needs of man is to communicate with one another in order to share his passions, thoughts, ideas and so on. So, Language seems to be with network of sounds, clusters of sounds, words and phrases. All languages are meant for communication. Communication is thus essentially a social affair which occurs in the co-operation between two parties; the sender (active speaker) and the receiver (passive listener) keep on changing their roles. There are two ways of communication: one, the verbal communication and two, the non - verbal communication. Man is vocal and thus the verbal communication refers to the words spoken by a person. On the other, Non-verbal communication refers to body motion, characteristics of appearance, and voice, eye contact and so on.

The study provides the development of the Humanistic approach of language teaching and learning as a second language and its techniques to be followed in the classroom. Whenever a man attempts to learn or acquire any language, he/she would definitely come across with some problem of errors. Therefore, making errors while learning a language are inevitable. Errors provide valuable insight into the process of learning a language. Learners by committing errors hence give an indication to the language teachers that whether they are ready to learn and also their expectations of the language teacher what? and How? to teach them next.

However, by analysing the errors made by the language learners one could build up a picture of the features which cause problems while learning a language. Thus, the right perspective counter or remedial measures could be thought

of and also be worked out to correct the learners' errors and get into the target language English as second language learning.

LITERATURE REVIEW

Many sources have contributed to provide an overall basis for the development of the units. A review of previous researches related to the present study is attempted since a survey of related literature is necessary for the proper planning and execution of the contents for the chapters.

Richards.J and Rodgers.T in the book 'Approaches and Methods in language teaching' (2001) defines language teaching and learning came into its own as a profession in the last century. Sara Vinolini. F (1997) made a linguistic study on communicative competence of first year students with respect to the reading and writing skills and she evaluated that learners have difficulty in understanding how language operates in communication and their productive skill in writing is poor.

Kuppusamy. R (1998) made a linguistic study of communicative competence of the degree class students with special reference to English and other major students and he concluded that students' performance is average in reading skill and poor in communication English. Dr. P.V. Ravi (2005) 'Motivational problems with reference to Teaching-Learning as a second language', Discuss and identify the motivational factors in the teaching-learning of English as a second language in the classroom situation. Penny Ur (1991) 'A Course in Language Teaching' – Practice and Theory deal with the topics of presentation, practice and testing. Aggarwal.J.C (1996) 'Principles, Methods and Techniques of Teaching (Second Revised Edition) deals with the valuable teaching

practices followed in the past as well as in recent times in India and abroad.

Dr.Sachdeva.M.S(1997) 'A New Approach to Teaching of English in India'this book covers all of the essential information of planning schemes of work,techniques and role of the English teacher in the classroom. NagarajGeetha (2008) 'English Language Teaching'- Approaches, Methods, Techniques, includes the major trends and Techniques of teaching English skills and the role of languagein the field of English Language Teaching (ELT). Krishnaswamy.N (2003) 'Teaching English – Approaches, Methods and Techniques' is a guidebook for teachers and student-teachers ,essentials of spoken English, aspects of English Grammar and written English, fundamentals of vocabulary enrichment and others related to language teaching. Baruah.T.C (2006) 'The English Teacher's Handbook' this book contains an analytical study of the major structures and systems of the English language. Krashen, Stephen D (1983) Practical applications of research Psycholinguistic Research ACTFL yearbook Lincolnwood, Illinois' National textbook. Farhathullah T.M (2008) 'Communication skills for Technical Students' dealt with the significance and the practices of the four language skills in the classroom.

METHODOLOGY

In the research, the primary step employed is 1. Self-designed survey questionnaire (ref:2) in choice response task for the level one students i.e. the first year students studying Engineering (B.E.) and Technology (B.Tech,) once after the immediate transformation of the higher secondary studies in school of rural and urban background.

A self-designed survey questionnaire for the students is conducted in this study to gain a deeper understanding of students' interest in four language skills (Listening, Speaking, Reading and Writing) and some of their expectations in language classroom such as students'- teacher interaction, problems and challenges faced in English Language Learning

as a second language. Analyses are made randomly. The students are all English learners as a second language from school level as well as studying the course Technical English I and II (in the first year of college study within the intervals of six months consisting of two semesters in a year), so that they can understand the questionnaire written in English clearly which are given in choice-response task.

2. The main objective of the research which can also be called as the hypotheses for the data and interpretation is an analysis on Intralingual Errors. The three steps of Error Analysis (EA) specified by

Pit Corder's (1974) are followed:

1. Collection of Sample Errors
2. Identification of Errors
3. Description of Errors(ref: 1)

The first step is the collection of sample errors from the test papers conducted on 'Tenses'.

The purpose of the study is to find out the difficulties of the students that they have in English learning and which kind of errors' the students make in grammar. During the period of the test, there seems to be no instruction or suggestions from the teacher, neither could they discuss with their classmates nor consult dictionaries. With the help of the other English professors, the linguistic errors in the sample test papers have been found out and they are classified into seven types of grammatical errors.

The second step is the identification of errors .The errors are identified and categorized and the result highlighted a significant difference between the frequencies of Intralingual errors types.

For example: Interpretive error is taken as the sample

The third step is the description of the errors analysed. The errors are described withpercentage with some of the possible reasons for the cause of intralingual errors in learning English asa second language.

For example: The type of interpretive error found in the test sample of the student is the misinterpretation of 'ground' as 'round' while writing the test in hurry.

The correct sentence is: on the ground (as per the test conducted).

APPENDICES:

Intralingual errors or Intralingual transfer/interference refer to the negative transfer of language items within the target language and occurs generally in the rule learning stages of the language, such as overgeneralization of grammar rules within the target language, and the learner's failure to apply rules of the target language under appropriate situations (Richards, 1974, 1992).

Similarly, the other types of errors are also explained with examples. Explanation has been given for the cause of errors which students committed ignorantly.

CONCLUSION

Today, a professional language teacher desires to adopt various techniques in the language classroom and day- by- day trying to invent new strategies to be implemented in language teaching. Choosing techniques from each methods and approaches either from the old trends or the new approaches like Humanistic language teaching which they consider effective and applying it according to the learning context and objectives will definitely make teaching very effective and a pleasant environment. Errors in writing such as tenses, vocabulary are the most common and frequent types of errors that are committed by learners. Thus, it can be seen that error analysis have been used in second language learning as an effective research way.

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ICT in Education

Prashene Vijaylaxmi Shivmurthi

Ushering for an ever inclining modernization and globalization, man has been constantly inventing innovative methods of working. Today is the age of digitalization where everything works around the applications of ICTs.

ICT is an acronym where I stand for information, C for communication and T for technology. Today ICT marks its place in every walk of life whether its business, communication, medicine and many other areas including its use domestically. ICT plays the most striking role in education.

Education today has moved from blackboard to monitors and projectors. Technological resources available for teaching and learning specially include computer hardware and software in addition to the growing range of peripherals, which include video, CD-ROM, and electronic communication media. Educators must be imaginative, flexible and willing to renew their vision of teaching and learning if they are to fully realize their potential of educational technology.

Definitions of Information and Communication Technology

Information and Communication Technology can be defined as:

Information and Communication Technology (ICT) is the technology required for information processing. In particular the use of electronic computers and computer software to convert, store and protect, process, transmit, and retrieve information from anywhere, anytime.

ICT is the catchall phrase used to describe a range of technologies for gathering, storing, retrieving, processing, analyzing and

transmitting information. Advances in ICT have progressively reduced the costs of managing information, enabling individuals and organizations to undertake information-related tasks much more efficiently, and to introduce innovations in products, processes and organizational structures.

Significance of ICT

In the recent years there has been a groundswell of interest in how computers and the hardware can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and informal settings.

ICT a field of computer science has progressed to the point that some of its innovative methods are of practical use for retrieval system design. Moreover different technologies are typically used in combination rather than in sole delivery mechanism.

Education has largely contributed to an increase in developing knowledge, providing an enabling environment for innovation and in building human capital required for potential future knowledge economy. Global reforms in education and challenging ICT demand have made a remarkable shift.

ICTs in education promise to perform as a resource anytime and anywhere. They are a potentially powerful tool for extending educational opportunities both formal and informal, to previously underserved constituencies –scattered and rural population, groups traditionally excluded from education due cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities and the elderly as

well as all others who for reason of cost because of time constraints are unable to enroll on campus.

Learning with Computers and the Internet

Learning with the technology means focusing on how the technology can be the means to learning across the curriculum.

Online Information Services serve best here. They provide access to all kinds of database and electronic meetings to subscribers. The online services offer people connections, e-mail, message boards, chat rooms etc. internet is a worldwide collection of computer networks that allows individuals to share data from one computer to another. Internet facilitates the user in various ways.

-The Web

The World Wide Web is an internet resource that allows you to access data over the Internet. The Web can act as a tool that can help students learn content, develop skills, and meet standards. The Web can fit into the curriculum the integration of various Web projects and outline skills. The thing needed is that first teachers should be familiar with the Web tools which can provide students unique learning opportunities when integrated into the curriculum.

Surfing the web can serve as a brainstorming activity for students giving an overview on a subject and how that subject is addressed in popular media. Web also serves as a starting point and pointing towards resources found at home, school and library.

Web projects can present information in a variety of ways both visually and aurally. Learners can view moving and still images, read text and have text read to them and have music and sound to enhance the effect. The learners visit foreign places, hear the music and voices of people from any place. Not only this but they can also communicate with people and interact with ideas.

-Blogs

The term blog is a shortened form of Web and log. A blog is an online journal. Blogs started as online diaries and rapidly become highly interactive forums for communication. Blogging software allows an individual or a group of individuals to post text, hyperlink, images and multimedia. A blog can be thought as an highly evolved discussion board. Blogs can be implemented into the curriculum to promote student learning. With access to a blog, students have an opportunity to write and share their work with others and thus help in building collaborative learning environment. Since the students know that their work will be shared, they take great care of completing their work. Teachers can use a blog to provide post instructional notes for students, resources and annotated links. Teachers can also use blogs to share information and ideas with other educators and parents.

-E-mail

The electronic mail is the greatest feature of internet. E-mailing means sending messages using the internet. Its major purpose is to allow you to exchange text messages with another individual. One can compose messages and send directly to a person on his or her email ID anywhere. This is similar to what we do sending SMS. The message you send will remain in the person's mail box until he or she accesses from his or her computer. Through e-mail students can mail a copy of assignments, projects to the teachers and it can happen the other way also i.e. teachers can also give suggestions regarding the students' work.

-Virtual libraries

“Virtual libraries” or digital libraries have become common phrases of our times. Virtual libraries embody a phenomenon that any person who has a computer and by which he can make a connection to the library network(s) and can access not only

the resources of that library but also access variety of information that is available nationally and internationally through networks like the Internet, Intranet virtually i.e. without being physically present in the library.

Other than Internet there are other resources which provide information.

-Teleconferencing

Teleconferencing or video conferencing is the use of television video and sound technology to enable people in different location to see, hear and talk with one another. Tele conferencing provides a variety in the teaching learning at distance learning. It can be used for brainstorming, questioning, group discussion, case studies, problem solving etc.

It can link various colleges/universities learning centre or homes with the main institutions, thus providing quality education to students. Teleconferencing brings the best resources and experts in the specific field of study available to all institution or students under normal circumstances.

Audio-Video Technology

Under audio-video technology comes sources like VCR, CD-ROM, Television.

VCR

Video Cassette Recorder is an electronic device for recording and playing both the audio and video elements of a programme. Using such programmes in teaching learning activities can help students to imitate, help in developing communicative skills and thus develop confidence in them.

CDs

CD-ROM or compact disc is optical data storage medium using the same physical format as audio compact encyclopedias, atlases. They also provide learning games with special sound effects and animation which helps the kid understand the concept

in a much better way. Teaching can be done using CDs at school as well as at home.

E-TV

E-TV i.e. educational television can convey messages to a large number of people. Issues like global warming, endangered wild life, and terrorism can be understood better through visualizing. Many TV channels like Doordarshan, Discovery, National Geographic, and many more give a good stuff of knowledge about varied areas. This can definitely help educators as well as the learners directly or indirectly.

Satellite Communication

Satellite communication also plays a significant role in dissemination of information and promoting education at a distance. The age of satellite emerged in 1962. For the educational purpose India has launched a satellite EDUSAT. Satellites are mostly used in combination with other systems such as cables transmitters. Satellite communication in education can be best used for people learning at a distance and also for remote students, rural adults and also school children.

Satellite radio

The satellite radio works on the principle of travelling through transmitters, waves. It acts a medium of communication to a large number of people. It has a potential of sharing information, organizing tutorials counseling sessions, giving guidance to students.

Direct to home (DTH)

The DTH is an upcoming technology for TV viewers and learners. DTH works through a table-fan sized disc and digital recorder and a SIM Card. It works empowering TV homes, learning centres university/college campuses with clear picture quality and digital picture sound.

There is much more to witness No one can predict what will come out of the whirl in the human brain. Nothing surprising, if we have robots as maids in our homes in the future. This is all based on research and expertise with years of brainstorming.

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Tasks to Develop Reception Strategy Use and Interactive Listening Skills

Ipshita H Sasmal

Introduction

Most second language (L2) learners have social interaction as an important goal while learning English. A major part of that interaction involves feedback from the listener to the interlocutor in order to clarify meaning, signal understanding, or advance conversation. This exchange is termed interactive listening. The listener plays an active role in cooperation with the interlocutor to fulfill the goals of interaction. Given the importance of interactive listening in ordinary social discourse, it could also play an important role within the classroom, for Learners who are enrolled in specialized courses (like engineering or management) and have opted to take up careers which demand intensive exposure to interactive listening situations. In order to deal with these interactive listening situations learners often have to use certain communication strategies to sustain communication.

Learners who have pursued their education through the regional medium and who choose to pursue specialized courses are expected to match up to the level of their English medium counterparts. In such situations Learners often employ a variety of communication strategies to avoid communication breakdown and also to perform well on the course. While they are doing the course the Learners are involved in interactive listening situations with their friends, colleagues, teachers and the non-teaching staff. In such situations the use of reception strategies helps Learners to interact with the interlocutor as an active listener by seeking clarifications, providing feedback and so on in order to ensure successful communication.

What are Reception Strategies?

Reception strategies also called interaction strategies (Gas & Veronis, 1991, Rost & Ross, 1991) are standard tools of sustaining communication between two or more people. These include turn taking, continuity links and repair devices. The patterns of learners' use of reception strategies not only reveal social behavior but also indicate the cognitive decisions that learners make when confronted with difficulties in comprehension and production.

What is Interactive Listening?

When learners are involved in interactive listening they are constantly engaged in the process of constructing meaning. Rost (1990) identifies four concepts related to interactive listening:

- **Acceptable Understanding:** Inferences drawn by a listener which are satisfactory to both speaker and listener.
- **Targeted Understanding:** Specific interpretation that was intended by the speaker
- **Non Understanding:** The listener is unable to draw any appropriate inference based on what the speaker has just said
- **Misunderstanding:** Conflict between the type of inferences that the speaker had expected the hearer to draw from the speaker's utterances and what the listener has actually drawn.

In verbal interaction, apparent discrepancies of knowledge between two interlocutors must be tolerated in order for communication to take place. Interlocutors can typically form a satisfactory sense for a discourse without continual probing for clarification.

Once the listener feels that the input is ambiguous, he or she has to decide whether the ambiguity can be tolerated or clarified later if required, assume that the speaker has committed an error and substitute the intended or another appropriate item, skip over the problem assuming that clarification of the ambiguity will not help the understanding of the whole discourse or decide to seek clarification by indicating that there is problem in understanding or comprehension.

Indicating Understanding in Interactive Listening and types of Listener Queries and Repair Devices

During collaborative conversations, listeners may query various aspects of the discourse. We term query to refer to questions, statements, and non-verbal reprises through which the listener indicates non-understanding (a lack of uptake) or confusion. Queries are generally motivated by the listener's desire to repair an understanding problem, rather than to tolerate ambiguity and continue to avoid the trouble. The following table presents the types of listener queries as a function of discourse organization:

Global Query	Local Query	Transitional query
<p>The listener indicates an understanding problem or desire for elaboration, related to the overall text or task and not specifically connected to the recent text.</p> <ul style="list-style-type: none"> • e.g.: I don't understand. Can you speak more slowly? • Do you want me to remember all of this? 	<p>The listener identifies a portion of the discourse text as a trouble source. This may be a specific lexical problem or problem with the form of an expression.</p> <ul style="list-style-type: none"> • e.g.: what do you mean by 'into the other one'? • Eccentric? 	<p>Usually a hypothesis formulation or a forward inference: indicating trouble with macro structural organization or prediction of information.</p> <p>e.g. : in connection to the discourse,</p> <ul style="list-style-type: none"> • Why did she do that?

The above table categorizes queries from a cognitive perspective with listener repairs corresponding to local, global or transitional representations of the discourse. This categorization is functional rather than formal. Listener queries can also be categorized from a formal perspective in which the surface discourse features of the listener query are identified.

Framework of Rost and Ross

Rost and Ross (1991) attempted to identify a typology of reception strategies. Rost and Ross (1991:243) examined the relationship between observed strategy use in social interaction and language proficiency: Japanese learners at different levels of proficiency in English listened to a 3-minute narrative presented one-on-one by a native speaker of English. At key junctures in the story, the learners were encouraged to ask questions about the developing story line. The types of feedback used by learners were categorized into a typology of listener strategies as shown in figure 1.

Typology of Listener Feedback Moves and Likely Speaker Response (s)

Strategy Speaker	Stage	Definition	Response
Global Reprise I	I	Listener asks for repetition simplification, rephrasing or simply states that nothing was understood.	Repeat or rephrase entire utterance or segment
Continuation Signal	I	Listener requests no elaboration or repetition and indicates current status of understanding with an overt statement or a nonverbal gesture	Continue
Lexical Reprise	II	Listener asks a question about a specific word; may include repetition of word with questioning intonation	Repeat or rephrase entire utterance or segment
Fragment Reprise	II	Listener asks a question about a specific part of the previous discourse; may include repetition	Repeat or rephrase specific part of utterance
Lexical Gap	II	Listener asks a question about a specific word or term, often requesting a repeat for the word.	Same response as above.
Positional Reprise	II	Listener refers to a position in the previous utterance that was not understood.	Same response as above.
Hypothesis Testing	III	Listener asks specific questions to verify what was heard and indicates a propositional understanding (or	Confirm if hypothesis check is true or plausible. Provide other information if listener's hypothesis

		misunderstanding). of the utterance.	is false.
Forward Inference	III	The listener overtly indicates current understanding by asking a question using established information given by the interlocutor.	Answer question, confirm assumption if consistent with story/conversation, modify assumption or add information to clarify misunderstanding.

TABLE -5 Adapted from Rost and Ross (1991), pp. 245-250 in Vandergrift (1997)

Strategic listener responses in collaborative discourses can be developed in the classroom to enhance the performance of learners in interactive listening. In the present Indian context interactive listening is not encouraged in the classroom (Sasmal, 2010). Considering that the use of interactive listening skills is an important aspect of communication this paper discusses some tasks which can be used in the classroom to develop this skill.

Tasks to Develop Interactive Listening Skills by using Reception Strategies

Task 1:

Aim: To help learners identify understanding problems in a discourse and learn ways of repairing them (through clarification checks).

Material: Recording audio/video conversations between a learner with basic level of proficiency and advanced level of proficiency.

Activity: Asking the learners to indicate understanding problems in the discourse, the kinds of understanding problems that are repaired, kinds of understanding problems that are not repaired and the ways of repairing understanding problems.

Alternatively: Engaging students (differing in proficiency levels) from the same class in a role play and asking the others to do the activity.

Task 2:

Aim: Helping learners to initiate interactional adjustments when faced with comprehension difficulties.

Material: Tape/video recording of at least 25-40 exchanges between basic and advanced level learners. Transcription of the sections which contain instances of interactional adjustments.

Activity: Helping the learners identify instances of interactional adjustments, the kind of language being used and features of interaction adjustments. This can be done by giving them multiple choice questions along with options to write their observations.

Task 3:

Aim: Equipping the learner with the strategy of asking for clarification by summarizing. This reduces social constraints while providing the opportunity for checking comprehension.

Material: Transcription of listening texts which use summarizing as a strategy to ask for clarification or check understanding.

Activity: Draw the attention of the learners to the following features from the listening text:

- Verbatim repetition of what the speaker has said, indicating repetition is sought
- Repeating selected parts of the speech juxtaposed with other ideas
- Adding aspects to the speech that were not in the discourse and check if there is a link
- Combining aspects of the discourse like lexical items or ideas together to check the meaning

When the learners have familiarized themselves with these features they are made to use them in role play activities.

Conclusion

Research evidence (Sasmal, 2010) shows that students with low proficiency in English fake understanding in interactive listening contexts. It is thus important to help students develop reception strategies which they can use appropriately and hence avoid faking understanding. On jobs, this would prove to be highly beneficial. If they are not taught how to use appropriate reception strategies in interactive listening situations they may continue to fake understanding and consequently fail to perform as efficient employees. If they continue to fake understanding they will not understand the actual task that they are supposed to perform and hence appear to be inefficient. Teaching interactive listening strategies to students with basic and intermediate levels of proficiency in English along with listening comprehension skills will not only help them to improve themselves as learners but also prepare them for real life interactive listening situations.

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ESL Activities to Support Different Learning Styles and Intelligences

Supratim Pramanik

Introduction

In one of Isaac Asimov's science fiction stories, *The Fun They Had* (1977), the little girl Margie tells her brother, Tommy, "... my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently." These words incidentally reflect the very essence of Multiple Intelligences (MI) Theory propounded by Gardner (1985, 1993, 1999). It is based on the assumption that learners seem to possess different intelligences and different learning styles due to their different cognitive make ups. Indeed Gardner suggests that intelligence is a pluralistic phenomenon, rather than a monolithic structure in which *intelligence* is perceived as a single entity. According to him, there are nine distinct intelligence types: verbal /linguistic, musical, logical/ mathematical, visual /spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic and existential. Individuals are endowed with dominant and less dominant intelligences according to their cognitive make up, and their learning styles follow from the dominant intelligences they possess. This creates a distinction in learning styles and preferences from learner to learner. An entailment of the MI theory is that study materials cannot be one-size-fit-all type if we want maximal learning to happen. This is true for all learning including second language learning.

The objective of this article is to suggest a diversification in supplementary activities to suit different intelligence types and learning styles.

Since my young learners are not matured enough to accept the existential intelligence I do not prepare activities based on this type of intelligence.

My concern for preparing different types of materials and activities arose from my experience as a teacher of a secondary school, where I regularly come across learners who cannot learn ESL as expected because their

learning styles and dominant intelligences happen to be different from the only type of intelligence used in the textbooks, i.e., verbal-linguistic. What they actually need is a variety in the learning material that can act as corollaries to their natural mental make up. A variety in input can be expected to enhance their ESL learning since the input will match their requirements, and they would not have to match with the input always.

Coping with different learning styles

I have used the following attributes of different intelligences as proposed by Gardner.

1. Verbal-linguistic: the capacity to use language effectively
2. Musical: the capacity to understand and express oneself musically
3. Logical-mathematical: the capacity to use number effectively and to detect patterns; reason deductively and think logically
4. Visual-spatial: the capacity to think in images or pictures and to recognize and use patterns of wide space or confined areas
5. Bodily-kinesthetic: the capacity to use the whole body or part of the body skillfully to express oneself and solve problems
6. Interpersonal: the capacity to understand the intentions, desires of other people and to share other people's feelings
7. Intrapersonal: the capacity to think about and understand one's own self, own feelings, fears and motivations
8. Naturalistic: the capacity to understand the patterns found in the natural world of flora and fauna

I have not used the last intelligence type, *existential*, as that did not seem suitable for secondary level learners.

Designing Activities

Insights from Richards and Rodgers (2001), Ur (2005), Saraswathi (2006), Kumaravadivelu (2006) have been used to prepare the ESL activities for my learners. I have followed a learner centered approach and designed activities in such a way that all learners may benefit from the learning process on an equal footing.

To this end, I have used a story, *Pandora's Box*, and a poem, *From a Railway Carriage*, from the textbook *Learning English* (2011) for Class VIII of the West Bengal Board of Secondary Education. Different activities have been created to suit the eight types of intelligences suggested by Gardner.

Activities

Verbal-linguistic Intelligence

- i. Learners read the story silently.
- ii. They are asked to find out the words that describe the box (for example, *strange, huge*, etc.).
- iii. They make a list of the adjectives used in the story.
- iv. They prepare a script based on the story for a stage performance.
- v. They construct their stories with the same characters or different ones.
- vi. They read their stories to the class.

Musical Intelligence

- i. Learners listen to a poem, *From a Railway Carriage*, R.L Stevenson. The poem starts with a rhythm matching with that of a fast moving train: "Faster than fairies, faster than witches, / Bridges and houses, hedges and ditches, ..."
- ii. They read aloud the poem using beats.
- iii. They notice, say and write down the rhyming words.
- iv. They practice stress and pitch using the poem.
- v. They tell rhymes of movement they remember from class VI or VII.

Logical-mathematical Intelligence

- i. Learners arrange the events of the story in a logical sequence that is given in a jumbled up manner.
- ii. They answer inferential questions based on the story, for example, *Why was life pleasant long ago? Why did Epimetheus not agree to open the box? Why did Pandora lift the lid of the box?*
- iii. As the story highlights many issues that are pertinent to the world we live in, quarrels, fights, war etc, learners indentify one such issue raised in the story, and then construct peace building resolutions.
- iv. They list all the things that can practically be done in the school or in their community that would create positive differences. For instance, establishing recycling processes, turning appliances off when they are not in use, protecting little plants, stopping the misuse drinking water.
- v. Learners prioritize their own list and choose five things they consider to be the most important. These are rated along other learners' lists and the results graphed.

Visual-spatial Intelligence

- i. Learners sequence the events in the story and represent them through comic strips.
- ii. They paste the strips side by side on a large cardboard to show how the story progresses.
- iii. They create story maps to help them retell the stories. Learners can decide which symbols they may use to represent the box, the cottage and each of the characters.

Bodily-kinesthetic Intelligence

- i. Learners take part in role plays based on the story.
- ii. They make different things such as, a box with a handle, a makeshift cottage using clay or cardboards, pins, adhesive, ribbons, papers etc following the details from the text.
- iii. They create masks to match with the characters.

Interpersonal Intelligence

- i. Learners in small groups discuss the feelings each characters might have had and whether their role in the story could have been structured differently. What might have been the consequences?

ii. In their groups, they explore the possibilities of alternative endings and assess which one is peace-building.

iii. The story, *Pandora's Box*, starts with a *once-upon-a-time* flavour: Long long ago, the world was different. There was neither danger nor trouble . . .

Now, learners arrange a debate session with other groups to put forth their own views on a topic, such as, *Today, scientific inventions do more harm than benefit for mankind.*

v. They prepare a wall magazine based on the topic.

Intrapersonal Intelligence

i. Learners give individual responses to the following questions.

What would you have done if you were Pandora in the following situations?

- before the box
- after opening the box

ii. Each learner thinks about their strengths and weaknesses according to their individual responses to the situation above. Then, they write a paragraph on situations that make happy/unhappy/troubled/helpless. They state their strengths/weaknesses as they respond to each situation.

iii. There are many different emotions ranging from fear, anger and hopelessness to joy, love and compassion. Learners research stories which evoke these different feelings. They read their favourite story to the class and say why they preferred that one.

Naturalistic Intelligence

i. Learners fence an area in the school ground and plant saplings.

ii. They keep a note of their growth and study the plant parts.

iii. They compare the plants with the other plants available in the locality.

iv. They make presentations on how plants are the 'hopes' for mankind's future. (Ref: 'Hope' remains at the bottom of Pandora's Box.)

Conclusion

It is the language teacher, who makes sense of the perceptions of different types of learners,

plans and prepares practice materials accordingly, and finally executes the activities to match with the different world perceptions of different learners.

With these broad perspectives in mind, the activities presented have been prepared. They are an attempt to mobilize the learners' full range of intelligences, encouraging them to learn ESL using their dominant intelligence types and also helping them to use their other intelligences. Depending on the time the activities required, one plan may extend to a number of school periods.

My aim has been to engage all types of learners in the activities and at the same time to minimize my actions so that learners get many opportunities to learn and use ESL.

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The Investigation of the English Articles' Accuracy Order and Underlying Processes by Arab EFL Learners

Muneera Muftah

1. Background to the Study

Learning English articles *a(n)*, *the*, and the *zero article* is one of the important issues to learners of the English as foreign language (EFL). Articles are very commonly used morphemes and their usage is complex for EFL learners, causing even the most advanced non-native speakers of English (NNS) to make errors. These errors occur even when other elements of the language seem to have been mastered (Ekiert, 2004). Part of the complexity can be attributed to the fact that the English article system does not consist of one-to-one form and meaning relationships but stacks multiple functions onto a single morpheme. When processing language primarily for meaning, function words, unlike content words, are generally overlooked by learners.

Articles are normally unstressed and consequently are very difficult for L1 speakers of Arabic to discern, which affects the availability of input in the spoken mode (Batainah, 2005). Articles do not impede understanding, for in oral communication, they are generally unstressed and almost inaudible. Nevertheless, given the fact that they are among the most frequent words in English, it is of the utmost significance that high proficiency level students have some control of their usage.

The English articles are quite difficult to acquire not only for EFL learners but also for children learning English as a first language (L1). L1 Children master the article system early by the age of four (Brown, 1973; Maratsos, 1976, in Park, 2006). However, second language (L2) learners have difficulty in mastering the article system. In particular, adult L2 learners in the EFL environment have persistent difficulty. L1 children usually acquire the article system in a natural setting, employing the language-specific operation called LAD (Language Acquisition Device) (Chomsky, 1968, in Park, 2006). However, adult L2 learners may depend on a mechanism different from what L1 children employ. There are many proposals that argue that adult L2 learning may be based on cognitive mechanism instead of the LAD. Adult L2 learners already have vast cognitive knowledge, and thus they use the knowledge in using English articles. They create some kind of conscious deductive rules and rely on the mechanism in selecting an article. Particularly, L2 learners in the EFL context may depend largely on explicit knowledge learned through formal instruction given in classroom settings.

The complexity in choosing accurate articles poses a number of challenges for EFL learners (Andersen, 1984, in Lu, 2001). According to Pienemann (1998, in Ekiert, 2004), the difficulty of the meaning expressed by an article is determined by the novelty and abstractness of the concept, not to mention learners' changing hypotheses about article usage at different stages in interlanguage development and the potential influence of the native language which may further complicate the task.

Semantically, the Arabic article system is similar to that of English; however, the forms are highly varied. While the Arabic system manifests a binary distinction between the defined

and the undefined, the English system exhibits a tripartite distinction. The Arabic defined (marked by the definite article *al*) and the undefined (marked by the absence of *al*) correspond to the English defined (marked by the definite article *the*) and the undefined (marked by the indefinite articles *a(n)* and *zero*). In other words, even though the concept is present in the two languages, indefiniteness in English is marked by lexical items such as *a* and *an* while it is marked in Arabic by affixes such as the prefix *al* and the suffix *-n*, both to mark definiteness and indefiniteness respectively (Lyons, 1999). For example, the Arabic and English sentences below are translation equivalents (Batainah, 2005):

1. *Dahara rajulun filbalde.*

* Appeared man in town

Man appeared in town. Or

A man appeared in town.

Celce-Murcia and Larsen-Freeman (1999) claim that the problematicity of the use of the article system is due in part to whether or not the lexical classification into countable versus uncountable nouns corresponds in the native and target languages. For example, while *furniture* and *equipment* are uncountable in both Arabic and English, *chalk* and *information* are countable in Arabic and uncountable in English. This mismatch may very well add to the complexity of the learner's task, for he/she needs to learn both the article systems and other noun distinctions.

A good number of the studies which yielded important findings (Hakuta, 1976; Huebner, 1983; Tarone, 1985) were specifically conducted to examine grammatical morphemes rather than article learning and acquisition per se. Only Master (1997), Parrish (1987), Tarone and Parrish (1988), Thomas (1989), Lu (2001), Ekiert (2004), and Wong and Chan (2005) specifically studied the acquisition of articles by employing Bickerton's (1981) binary semantic system [\pm Specific Referent, \pm Hearer Knowledge] for noun phrase reference.

Master (1987) was the first to point out that articles seem to be acquired differently, depending on whether or not they occur in the learner's native language. Overall, the acquisition of the definite article *the* precedes the acquisition of the indefinite article *a* (Huebner, 1983; Master, 1997; Parrish, 1987; Thomas, 1989). Several studies (Huebner, 1985; Thomas, 1989; Chaudron and Parker, 1990, and Lu, 2001) found an overuse of the definite article, but higher proficiency learners improved in accuracy with the indefinite *a*. Although both Master (1997) and Huebner (1983) referred to the phenomenon of 'the-flooding' in which *the* is overgeneralized with a dramatic rise in usage, Thomas (1989) found the *zero* article overgeneralized across proficiency levels.

For learners whose native languages lack articles, researchers (Master, 1997; Parrish, 1987; Ekiert, 2004) reported that *zero* article dominates in all environments for articles in the early stages of language learning. Parrish (1987) suggested an order of acquisition in which the *zero* article, the *definite* article, and the *indefinite* article are acquired consecutively. On the other hand, Wong and Chan (2005) reported in their study of two (-Art) groups of L1 Malay and L1 Chinese learners that the indefinite article *a* dominates in all environments suggesting an accuracy order of $a > the > \emptyset$.

However, Master (1997) argued that L2 learners of English seem to acquire the *zero* article first although he warns that one cannot tell the difference between the *zero* article and

omission of the article. Master's data showed that *zero* article accuracy is close to 100% for the low-ability level participants, which then drops, and rises to nearly 100 % again for the high-ability level participants. He further reported that the overuse of *zero* article decreases with increase in proficiency level, although the overuse of *zero* article persists more than the overuse of the other articles. Liu and Gleason (2002) re-examined Master's data and offered a new interpretation of the overuse of the *zero* article and under use of *a* and *the*. They found that 'this overuse of the *zero* article and the under use of *the* at the advanced stage would suggest that the two articles are acquired rather late'.

Liu and Gleason's (2002) hypothesis was supported by Young's (1996, in Bataineh, 2005) data on the use of articles by Czech and Slovak learners of English, for while definiteness was not encoded by *the* at the early stages of acquisition, it persisted even at the more advanced stages. However, participants encoded indefiniteness by means of the indefinite article *a* at all levels of proficiency with rising frequency as acquisition progressed.

Research findings show similarities in the kind of problems facing EFL learners, of which some are believed to be more serious for learners from certain language backgrounds. The findings of comparative studies of first and second language acquisition are widely varied. Some morpheme studies (cf., for example, Cook, 1973, in Bataineh, 2005) report similar stages of development, while others (cf., for example, Larsen-Freeman, 1975, in Bataineh, 2005) report apparent variability in the order of acquisition of different groups. A third group (cf., for example, Ervin-Tripp, 1974, in Bataineh, 2005) yet limits the similarity to natural learning situations. Corder (1973, in Bataineh, 2005) maintains that unlike natural language learning, where learners make and test their own hypotheses about the language, L2 learners in tutored situations follow an externally imposed syllabus.

There has been a considerable amount of research conducted pertaining to the processes of L2 acquisition of English articles. Research on article acquisition in the English language learning falls into two areas: pedagogy and its effectiveness on the one hand, and the process of acquisition on the other. This project examines the acquisition orders and underlying processes in terms of accuracy of article use. The measures employed for data analysis were SOC (Supplied in Obligatory Contexts), TLU (Target-Like Use), and UOC (Used in Obligatory Contexts). Therefore, the main objectives are to: (1) identify what the three measures, *SOC*, *TLU*, and *UOC*, reveal about the acquisition of English articles by L1 Arabic speakers, (2) determine the semantic contexts in which the articles, *the*, *a*, and \emptyset , are overgeneralized, and (3) a. identify which one of the four semantic contexts is the most difficult for L1 Arabic speakers to acquire and why, and b. identify types of errors L1 Arabic speakers make in their acquisition of the English Article system.

This study derives its significance from the significance of the topic it addresses. The fact that it attempts to explore the acquisition orders and underlying processes in terms of accuracy of article use by Arab ESL learners will add another perspective to the current literature on the learning and acquisition of English article system. The findings of the study are expected to enable L1 Arabic speakers to be aware of the importance of the English article system, to avoid misuse, to be aware of the different linguistic features in the English and Arabic Languages, and to try to trace the reasons behind inaccuracy if any.

2. Theoretical Framework

Article choice is complicated, context-specific, and sometimes beyond simple rules. Therefore, to study English articles' accuracy order and underlying processes by Arab ESL speakers, Bickerton's (1981) semantic wheel for noun phrase (NP) reference, marked by the features, [\pm Specific Referent (\pm SR)] and [\pm Assumed Known to the Hearer (\pm HK)] was employed in this study. In his model, English NPs are classified by two features of referentiality—namely, specific reference [\pm Specific Referent (\pm SR)] and hearer's knowledge [\pm Assumed Known to the Hearer (\pm HK)]. These two aspects of referentiality thus give rise to four basic NP contexts that determine article use. The four basic NP contexts are herein denoted as uses of type 1 ($[-$ SR, $+$ HK], generics), type 2 ($+$ SR, $+$ HK], referential definites), type 3 ($+$ SR, $-$ HK], referential indefinites), and type 4 ($[-$ SR, $-$ HK], nonreferentials).

Bickerton's binary semantic system was the system put forward by Bickerton (1981) as an attempt to categorize the articles according to semantic function. This system was adapted by a number of writers in order to assess data such as that generated by the present study. Bickerton noticed in his work on Creole languages that these language types invariably divide NPs according to notions of specific/non-specific, which he argues is an innate division that has significant implications for the language learner (Bickerton 1981, cited in Lightfoot, 2001). Since English provides no such clear-cut marking of specific/non-specific items (generics, for example, may take any one of the three articles), and are in fact governed by the additional criteria of supposed-known-to-listener and supposed-unknown-to-listener, Bickerton (1981) proposed the following 'semantic space' (see figure 1) for English articles which was later adapted by Huebner (cited in Parrish 1987) into "... a system of analysis that accounts for article use in all contexts, that is to say, in all pre-noun positions".

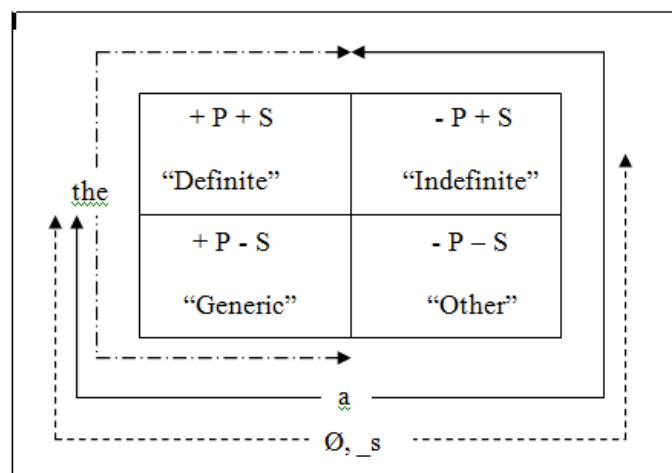


Figure 1: Bickerton's 'Semantic Space' for the Article System (Lightfoot 2001)

3. Linguistics Assumptions

3.1 English Articles

A, an, and the are perhaps the most commonly used words in the English language. Ironically, these small, (even invisible the zero article) seemingly innocuous words are also among the most perplexing for EFL learners, especially for those whose native languages do not employ articles

or article-like morphemes. The issue of context, as well, cannot be divorced from a discussion of article usage.

The main notion associated with articles is definiteness. Intuitively, the concept of definiteness is quite simple. A thing in the real world denoted by a noun, which is also called a referent, is definite when it is known, familiar, unique, or identified to the speaker and hearer. The referent is indefinite when it is novel, unfamiliar, or assumed not to be identified by the hearer. Theoretically, however, definiteness is a complicated issue. Being a covert category, the notion of definiteness becomes overt only through the co-occurrence of a definite article (i.e. *the*) or an indefinite article (i.e. *a*, unstressed *some*, and *zero*) with a noun. Three levels of complexity are frequently discussed. The first level is centred on the meaning of definiteness, i.e. what does it mean to say that something is definite. The second level is concerned with the intersection between definiteness and specificity, in which the factor of reference is taken into account. Several possibilities are yielded as a result of the combination between definiteness and specificity (Thu, 2005).

- a. specific + definite: I'm going to clean *the house* tomorrow.
- b. nonspecific + definite: I'm going to interview *the first person* who wins this contest.
- c. specific + indefinite: I met *a survivor* from the Asian tsunami yesterday.
- d. nonspecific + indefinite: I dream of buying *a luxury house*.

The third level of intricacy is found when definiteness intersects with genericity, in which the notion of a set rather than a specific member of a set is the focus. Hence, we may have definite generic or indefinite generic.

3.1.1 Generic Reference

Generic reference is expressed by using the indefinite or the definite article before singular nouns, and zero article before plural nouns (Lightfoot, 2001).

- 2) a. *A horse* is faster than *a donkey*.
- b. *The horse* is faster than *the donkey*.
- c. *Horses* are faster than *donkeys*.

3.1.2 Specific Reference

In specific reference a distinction is drawn between indefinite and definite reference. In definite specific reference, the indefinite article is used with singular nouns and zero article or the unstressed indefinite "some" with plural and mass nouns (Thu, 2005).

- 3) I bought *a book* / (some) *books*, (some) *sugar*.

Definite specific reference is expressed by the definite article used before all the three types of nouns, singular, plural and mass, as in

- 4) I bought *the book* / *the books*, *the sugar*.

It is usual for a person to start with an indefinite noun, which becomes definite in the next sentence.

- 5) a. I saw *a woman* and *a child* sitting under a tree.
- b. *The woman* looked about forty years old, and *the boy* about ten.

Often the definite noun is used in the first sentence if it is present in the immediate situation as in (6) or is "given" information shared by the speaker and the hearer as in (7) and (8).

- 6) Close *the door*.
- 7) He lives not far from *the river*.
- 8) I have a few problems with *the car*. *The steering-rod* is not working properly.

3.1.3 Unique Reference

Besides the two main types of reference, generic and specific, there is a third type which refers to a single, unique individual or entity (Thu, 2005). This reference, known as unique reference, is expressed by proper nouns, for example, Kuala Lumpur, London, John, and The United Nation.

Unique reference uses the zero article. The proper noun may be a personal name, for example, Shakespeare, Ali, Milton; a geographical name, e.g. Yemen, Asia, Europe; or a temporal name, for example, Christmas, Easter, and Independence Day.

Some proper nouns are preceded by a definite article, for example, The Suez Canal, The Midland, The Economist. It should be noted that these proper nouns lack article contrast; The Hague: *Hague. (Swan and Smith, 2001)

If a definite or indefinite article is used before a proper noun which normally takes the zero article, the proper noun no longer has a unique reference; the reference of such nouns is then considered specific, for example,

9) *A Mr. Hill* came to see you. (Somebody called Mr. Hill, who is not known to me).

10) *The Kuala Lumpur* of 1990's is different from that of 1950's. (Two states of one city).

Or generic reference, for example,

11) We need *a Sibawayh* to solve this problem. (Somebody like Sibawayh).

12) Layla is *the Elizabeth Browning* of the class. (She is like Elizabeth Browning.)

3.2 Arabic Articles

The meaning of Arabic article system is similar to that of English; however, the form is different. While the Arabic system distinguishes between the defined (marked by the definite article *al*) and the undefined (marked by the absence of *al*), the English system distinguishes between the defined (marked by the definite article *the*) and the undefined (marked by the indefinite articles *a(n)* and *zero*) (Bataneh, 2005). In other words, indefiniteness in English is marked by lexical items such as *the* and *a* while it is marked in Arabic by affixes such as the prefix *al-* and the suffix *-n*, both to mark definiteness and indefiniteness respectively (Lyons, 1999).

Thus, there is no indefinite article in Arabic, and the definite article has a range of use different from English. The indefinite article causes the most obvious problems as it is commonly omitted with singular and plural countables, for example,

13) *Hada kitab*

*This is *book*/*This *book*/ This is *a book*.

When the English indefinite article has been presented, it tends to be used wherever the definite article is not used (Swan & Smith, 2001):

14) *These are *a books*.

These are *books*.

Though it takes the form of a prefix *al-*, the definite article form in Arabic is used, as in English, to refer back to indefinite nouns previously mentioned, and also for unique references (*the sun, on the floor, etc.*).

The most common problem with the definite article arises from interference from the Arabic genitive construction (Swan & Smith, 2001):

- 15) a. *Ketab John*
 *Book John.
 John's book. (or The book of John.)
 b. *Sayarat al-muallem*.
 *Car the teacher.
 The teacher's car. (or The car of the teacher.)

According to Bataineh, 2005 most errors of word order and use of articles in genitive constructions are interference of this kind, for example,

- 16) *Hada ketab al-muallem*
 *This is *book the teacher*.
 This is the teacher's book.

It follows that Arabic speakers have great difficulty with the English genitive construction. The cases in which English omits the article, for example, *in bed*, *at dawn*, *on Thursday*, *for breakfast*, usually takes the definite article in Arabic:

- 17) *Mada targhab ala al-efar al-ahad*.
 *What would you like for *the breakfast the Sunday*?
 What would you like for breakfast on Sunday?

All days of the week, some months in the Muslim calendar, and many names of towns, cities and countries include the definite article in Arabic, which is often translated, appropriately or not:

- 18) *Eshna fi al-hind*
 *We lived in *the India*.
 We lived in India.

3.2.1 Generic Reference

The definite article *al-* is normally used with a noun to indicate generic reference: *Al-tha'lab* (the fox, a fox), *Al-tha'aleb* (foxes), and *Al-ma'a* (water). Partial generic reference may be expressed by a noun in construct. Such nouns have zero article (in contrast with English, where the definite article is usually used) (Aziz, 1989); for example,

- 19) *Tareekh Oroba*.
 * *History Europe*.
 The history of Europe.

The adjectival "equivalent" has the definite article:

- 20) *Al-tareekh al-Orobi*.
 * The history the European.
 European history.

Thus, the singular and the plural are neutralized in generic reference, and the dual number is always specific.

3.2.2 Specific Reference

Indefinite and definite specific references are expressed by the zero article and the definite article respectively. Normally a speaker moves from the indefinite to the definite (Wright, 1971, in Aziz, 1989).

21) *Ishtara baytan wa sayaratan. Thuma ba' al-sayarah.*

* bought house and car. Then sold the car.

He bought a house and a car. Then he sold the car.

The definite article is also used for what is "given" in the situational context, for example,

22) *Aghlek al-shubbak.*

Close the window.

Definite specific nouns placed in construct to another noun take zero article: the definite article is attached to the second noun, for example,

23) *Baab al-hadiqah.*

*Door the garden.

The door of the garden.

3.2.3 Unique Reference

Unique reference points to a single individual and is expressed by zero article used with proper nouns: *Kuala Lumpur, Khaled, Oroba*(Europe). A number of proper nouns, especially geographical place names are used with the definite article; for example, *Al-Qaherah* "Cairo". Although the zero form is also used occasionally in colloquial style: *Qaherah* (Beeston, 1970, in Aziz, 1989).

The proper noun may be converted to a common noun with a change in its reference by placing it in construct to another noun. The zero article is used and the NP has generic reference as in (24). If the proper noun originally takes the definite article (e.g. *mutanabbi*), the article is dropped (e.g. *Mutanabbi Khawmeh*).

24) *Sibawayh zamanuh*

*Sibawayh age.

The Sibawayh of his age.

3.3 Classification of the English Articles Based on Bickerton's semantic wheel

Bickerton's semantic wheel is classified into four types:

Type 1 [-SR, +HK] refers to generic use of articles. The NPs belonging to this type is used generically to refer to a whole group or class of something, to generalize about all the possible members of a group. The indefinite article *a(n)*, the definite article *the* and the *zero* article \emptyset can all be used in generic NPs. (Examples are adapted from Park (2006)).

- [a/an] Generics (e.g. *A mountain* is a very high area of land with steep sides.)
- [the] Generics (e.g. *The red squirrel* is steadily dying out.)
- [\emptyset] Generics (e.g. *Cigarettes* are bad for your health.)

Type 2 [+SR, +HK] refers to referential definites *the*. That is, the NP in this type refers to a reference which is specific and already known to the hearer. (Examples are adapted from Park (2006)).

- [*the*] Immediate situational use (e.g. Pass me *the salt*, please.)

- [*the*] Larger situational use (e.g. After a while *the sun* gets warmer.)
- [*the*] Anaphoric use (e.g. Fred left a book on his desk this morning. He returned home in the afternoon to *the book*.)
- [*the*] Associative anaphoric use (e.g. Fred bought a book at Duttons. He later spoke to *the author* about it.)
- [*the*] Usage with post-modifiers (e.g. What's wrong with Bill? Oh, *the woman* he went out with last night was nasty to him.)
- [*the*] Usage with superlative and unique adjectives (e.g. This isn't *the best camping country*.)

Type 3 [+SR, -HR] refers to referential indefinites; that is, the NP has a specific reference, but it is not a part of the hearer's knowledge. This semantic type represents the use of the indefinite article or the *zero* article when a particular thing (or person) is introduced into a conversation or text for the first time. Thus, this type is often called the "first mention" use. (Examples are adapted from Park (2006)).

- [*a/an*] Referential indefinites (e.g. After weeks of looking, we eventually bought *a house*.)
- [\emptyset] Referential indefinites (e.g. *Ministers* stress privately that they are determined to continue negotiations.)
- [\emptyset] Referential indefinites (e.g. There was *juice* on sale.)

Type 4 [-SR, -HK] refers to nonreferentials. The NPs in this type do not have a specific reference nor are they assumed to be known to the hearer. If the referred NP is a singular count noun, the indefinite article *a* is required. If the referred NP has a plural count noun, or if it is uncountable, the *zero* article \emptyset should be used.

- [*a/an*] Attributive indefinites (e.g. He is *a Professor*.)
- [\emptyset] Attributive indefinites (e.g. They are *Professors*.)
- [\emptyset] Attributive indefinites (e.g. It is *juice*.)
- [*a/an*] Nonspecific indefinites (e.g. I can't afford *a car*.)
- [\emptyset] Nonspecific indefinites (e.g. We want *answers*.)
- [\emptyset] Nonspecific indefinites (e.g. You need *sleep*.)

4. The Study

4.1 Participants

A total of thirty nine (39) Arabic speakers from different Malaysian universities participated in this study. The average age of these participants was twenty eight (28) years. All of the participants took TOEFL (Test of English as a Foreign Language). According to the TOEFL scores, all the participants were divided into three groups: the advanced group; the upper-intermediate group and the lower-intermediate group. Their age at first exposure to English ranged from six to fifteen (6 to 15) years. The average number of years spent learning English ranged from seven to twenty six (7 to 26). (See Table 1 for the distribution of the participants).

Table 1: Distribution of the Participants

	Advanced	Upper-Intermediate	Lower-Intermediate	Total
<i>N</i>	11	15	13	39
Age	24-36	20-38	19-35	19-38

Gender:	Male	7	12	9	28
	Female	4	3	4	11
Education:	Undergraduate	2	7	5	14
	Master students	4	6	5	15
	Ph.D. students	5	4	1	10
Age at first exposure to English:					
	<i>M</i>	11.56	11.50	11.85	11.62
	<i>SD</i>	2.06	0.816	0.987	1.40
	Low-High	6-15	10-13	10-14	6-15
Years spent learning English:					
	<i>M</i>	17.25	16.63	16.85	16.91
	<i>SD</i>	4.45	4.41	4.58	4.38
	Low-High	4-24	10-26	9-24	4-26
TOEFL Score:					
	<i>M</i>	601.19	538.00	455.15	536.53
	<i>SD</i>	28.9	19.0	27.4	63.9
	Low-High	570-645	500-560	400-490	400-645

4.2 Instrumentation

Data were collected using a multiple-choice cloze test. The multiple-choice cloze test was employed to elicit data on article use from the participants. This type of cloze test was used in several studies on the use of articles, such as Master (1994), Ekiert (2004), Lu (2001), Wong and Chan (2005), and Wong and Quek (2006). The cloze test, adapted from Master (1994), comprises fifty eight (58) items in two parts: discrete sentences and a descriptive paragraph. The participants were requested to supply some information on their background before they embarked on the task. After that they were asked to fill in the blanks by choosing the most appropriate article, from among *a*, *an*, *the*, and \emptyset , on an answer sheet. In addition, the subjects were asked not to consult dictionaries or textbooks during the exercise, nor to collaborate with anyone else, in order to ensure as much as possible that the data was a true reflection of the subjects' individual unaided ability.

As for validity, Lu (2001) mentioned that Master's article test is considered to be a 'legitimate instrument' because the test covers the entire range of article usage, including the four semantic categories of [\pm Specific Referent (\pm SR)] and [\pm Assumed Known to the Hearer (\pm HK)]. The same test was designed to test article usage for non-native speakers of English, so it is also suitable for L1 Arabic speakers. As for reliability, the Cronbach alpha (α) measure for the test in this study was found to be .75. The estimate of .75 was close to .77 found by Lu (2001) which in its case was very close to the K-R20 of .79 reported for Master's (1994) pilot test that was taken by 75 L2 learners at five different levels of the EFL courses. Following Lu (2001), the Cronbach α , instead of the K-R20 formula, was used in this study because the participants, with their TOEFL scores of 400-645, homogeneously scored above 50% accuracy on the article test, so the restricted variance of the test scores would affect the K-R20 estimate. Therefore, the Cronbach α , a split-half procedure for internal consistency, was chosen

to measure test reliability. Statistically, the K-R20 and Cronbach α values are underestimates of the true reliability of the test (Brown, 1996, in Lu, 2001), so this article test with a Cronbach α of .75 can be accepted as reasonably reliable.

5. Results and Interpretation

5.1 SOC Results

Table 2 shows the means of SOC (Supplied in Obligatory Context) for the three article types. The advanced level in the written task is $the > a > \emptyset$, (87.43% > 87.14% > 58.24%). On the other hand, the SOC measure reveals the same accuracy order of $a > the > \emptyset$ for the upper-intermediate level as well as the lower-intermediate level, 87.86% > 65.14% > 26.37% and 64.55% > 54.18% > 22.38% respectively. However, the accuracy order of the task as indicated by the SOC measure is $a > the > \emptyset$ (79.85% > 68.92% > 35.66%). The SOC average for the written task shows that the performance of the advanced level is the highest compared to the other groups, advanced > upper-intermediate > lower-intermediate (77.60% > 59.79% > 47.04%) with an overall average of 61.48%.

Table 2: Means of SOC (Supplied in Obligatory context) in % for the Article Types

Proficiency	n	SOC			Average (<i>the, a, \emptyset</i>)
		<i>the</i>	A	\emptyset	
Advanced	14	87.43	87.14	58.24	77.60
Upper-Intermediate	14	65.14	87.86	26.37	59.79
Lower-Intermediate	11	54.18	64.55	22.38	47.04
Total	39	68.92	79.85	35.66	61.48

Two-way repeated-measures ANOVA indicates that the main effects for group and article use are both significant, $p < .05$, power = 1.00 (The recommended power is .80 up to 1.00, see Kirk, 1982). The interaction effect for article use and group was also found to be significant, $p < .05$, power = 1.00. In order to ensure that the accuracy order for the SOC is $a > the > \emptyset$, two one-way ANOVAs (one with repeated measures) were performed, and then the Scheffé and Bonferroni follow-up tests were used respectively to adjust the significance level for multiple mean comparisons. The one-way ANOVA for the group effect on the overall SOC means of the three articles combined was found to be significant, $p < .0125$, power = 1.00. The Scheffé post hoc test was then used to make multiple comparisons between the groups, and the results also indicated that the mean differences between all possible pairs of the groups were significant, $p < .0125$. These results suggest that the groups were truly differentiated by proficiency in article accuracy. That is, article accuracy increases with proficiency in a similar pattern across the groups. Therefore, it can be confirmed that the SOC measure reveals the accuracy order of $a > the > \emptyset$ across the groups.

5.2 TLU Results

As indicated in Table 3, the TLU measure shows the accuracy order of $the > a > \emptyset$ across the groups. Means of TLU are 5.56% > 62.24% > 50.72% for the advanced group, 54.81% > 40.07% > 21.62% for the upper-intermediate group and 42.82% > 27.52% > 16.16% for the lower-intermediate group. Furthermore, the acquisition order as indicated by the TLU measure is $the >$

$a > \emptyset$ (57.73% > 43.28% > 29.5%). The TLU average shows that the performance of the advanced group is more native-like than the upper-intermediate group, who is more native-like than the lower-intermediate group (62.84% > 38.83% > 28.83%) with an overall average of 43.5%.

Table 3: Means of TLU (Target-Like Use) in % for the Article Types

Proficiency	n	TLU			Average (<i>the</i> , <i>a</i> , \emptyset)
		<i>the</i>	<i>a</i>	\emptyset	
Advanced	14	75.56	62.24	50.72	62.84
Upper-Intermediate	14	54.81	40.07	21.62	38.83
Lower-Intermediate	11	42.82	27.52	16.16	28.83
Total	39	57.73	43.28	29.5	43.5

The two-way

repeated-measures ANOVA for the main effects of group and article on the means of TLU was found to be significant, $p < .05$, power = 1.00. The interaction effect for article and group, however, was not significant, $p > .025$, perhaps because of a lack of power (power = .390). The Scheffé post hoc test was then used, and the results also showed that the mean differences between all possible pairs of groups were significant, $p < .05$. Next, the one-way repeated-measures ANOVA for the article effect on the overall TLU means of the three groups combined was also found to be significant, $p < .05$, power = 1.00. The Bonferroni test was then used, and the results show that all pair-wise comparisons between the articles were significant, $p < .05$. Therefore, it can be confirmed that the TLU measure reveals an acquisition order, $the > a > \emptyset$, across the groups.

5.3 UOC Results

The UOC measure, as shown in Table 4, discloses that *a* is overused at rates of 127.14%, 207.14%, and 199.09% for the advanced, upper-Intermediate and lower-Intermediate groups respectively. The definite article *the* is overused at 103.14% for the advanced group and is underused at 84.00%, and 80.73% for the upper-Intermediate and the lower-Intermediate groups respectively. On the other hand, \emptyset is underused at values of 73.08%, 34.07%, and 60.84% across the groups. Obviously, overgeneralization of *a*, which can be easily noted had resulted in an inflated SOC rate (see table 2). Because the SOC measure does not take overuse into consideration, the means of SOC for *a* (64.55%–87.86%, see Table 6) are much higher than the means of TLU for *a* (27.52%–62.24%, see Table 3). This provides evidence that the SOC measure tends to overestimate accuracy and needs to be revised by a more accurate measure, i.e. the TLU measure as Pica (1983) has suggested. Recall that the η^2 values also suggest that the TLU measure reflects proficiency better than does SOC, so TLU is probably a more reliable accuracy measure. Therefore, the accuracy order of $the > a > \emptyset$ identified by TLU, is probably more reliable than the $a > the > \emptyset$ order which was identified by SOC.

Moreover, the data in Table 4 shows that the value for the overuse of *a* is more for the upper-intermediate group (207.14%) than with the lower-intermediate group (199.09%), which decreases further as proficiency increases with the advanced group (127.14%). The value for underuse of \emptyset for the advanced group is 73.08% and this decreases with the lower-intermediate and the upper-intermediate groups (60.84% and 34.07%) respectively. Because the UOC measure for *the* is not very stable, that is it was overused with the advanced group (103.14%) and

underused with both the upper-intermediate and the lower-intermediate groups (80.73% and 84.00%) respectively, it makes sense that UOC for *a* goes up and down, that is it increases then decreases (127.14% ↑ 207.14% ↓ 199.09%) while UOC for \emptyset goes down and up that is it decreases then increases (73.08% ↓ 34.07% ↑ 60.84%) across the groups. Both the upper-intermediate and the lower-intermediate groups overuse *a* with a mean difference of 8.05%. This suggests that the upper-intermediate group and the lower-intermediate group who tend to overuse *a*, underuse \emptyset , whereas the advanced group tend to overuse *a* and thus increase use of \emptyset towards target-like use. Thus, we can say that the lower-intermediate and the upper-intermediate groups have more difficulty in article choice of *a* and \emptyset . And in most cases, they tend to overuse *a* in \emptyset contexts (see Table 4).

Table 14: Means of UOC (Used in Obligatory Context) in % for the Article Types

Proficiency	n	UOC			Average (<i>the</i> , <i>a</i> , \emptyset)
		<i>the</i>	<i>a</i>	\emptyset	
Advanced	14	103.14	127.14	73.08	101.12
Upper-Intermediate	14	84	207.14	34.07	108.40
Lower-Intermediate	11	80.73	199.09	60.84	113.55
Total	39	89.29	177.79	56	107.69

5.4 The Accuracy Orders across the Groups

Based on the results of the ANOVAs, the accuracy orders across the groups are identified as being the following: SOC reveals the accuracy order of $a > the > \emptyset$. Moreover, TLU reveals the accuracy order of $the > a > \emptyset$. While the SOC and TLU measures help to identify the accuracy orders in terms of article accuracy, the UOC measure helps to interpret the acquisition processes underlying the orders in terms of article use. As revealed in Table 4, the UOC measure provides an explanation for the difference between the two orders, $a > the > \emptyset$ and $the > a > \emptyset$, namely, the relationship between *the* and *a*. Because of *a*-overgeneralization, the SOC for *a* is inflated, and thus the SOC measure recognized an accuracy order of $a > the > \emptyset$. However, the TLU measure takes overgeneralization into consideration and so the $the > a > \emptyset$ order identified by TLU, is found out to be more reliable than the $a > the > \emptyset$ order which was identified by SOC. However, the TLU measure takes overgeneralization into consideration, so the same acquisition order of $the > a > \emptyset$ which was identified by TLU, is found to be more reliable and it is the same as that identified by SOC.

In addition to the relationship between *the* and *a*, UOC also aids in understanding the relationship between *a* and \emptyset . As shown in Table 4, the upper-intermediate and the lower-intermediate groups have more difficulty in *a* or \emptyset usage than in *the* usage, and they tended to misuse *a* for \emptyset but they become more stable as proficiency level increases.

With regard to article use in the written task, Chaudron and Parker (1990) provide significant findings that help this study delineate article acquisition processes at a fuller scale. As for the use of *a*, Chaudron and Parker found that their Llow group had native-like use of *a*, whereas the High group overgeneralized *a* in *the* (i.e. [+SR, +HK]) contexts. Based on Kellerman's (1985) U-shaped behavior notion, Chaudron and Parker conjecture that *a* might be undergoing an overgeneralization stage in the U-shaped process after *the* had completed it. Since

the participants in Chaudron and Parker were drawn from students in a pre-university intensive English program, their English proficiency is assumed to be equivalent to, or a little lower than, the Lower-Intermediate group (with 400-490 on the TOEFL) of this study. So a continuum of proficiency levels can be constructed: The Low, Mid, and High groups in Chaudron and Parker precede the lower-intermediate, upper-intermediate, and advanced groups in this study on a proficiency continuum. If the findings of these two studies are examined together, a U-shaped curve for *a* comes into view: first, *a* started with native-like performance by the Low group, and was then overgeneralized by the High group in Chaudron and Parker (the left side of the U shape). The UOC for *a* stayed relatively high for the upper-intermediate and the lower-intermediate groups, and was followed by a gradual decrease as proficiency increased in this study (the right side of the U shape) (see Table 4). Therefore, the written task results in the present study offers support for Chaudron and Parker's hypothesis of U-shaped behavior for the indefinite article *a*.

As for the use of *the*, the UOC for *the* stays very stable for the upper-intermediate and the lower-intermediate groups (80.73%–84.00%) but was slightly overused with the Advanced group (103.14%, see Table 14), while the UOC for *a* indicates overgeneralization. This indicates that *the* might have gone through the overgeneralization stage while *a* was experiencing it, which well matches Chaudron and Parker's hypothesis that *the* completes the U-shaped behavior prior to *a*. In addition, recall that Huebner's (1983a) participant trajectory for *the* also shows a U-shaped behavior: the participant first used *the* with [+SR, +HK], and then overgeneralized *the* in all contexts, and finally restricted the use of *the* only in [+HK] contexts after going through a hypothesis-testing process. Therefore, based on the findings in Chaudron and Parker, Huebner, and the present study, it makes sense to assume that the use of *the* shows a U-shaped behavior, and that *a* undergoes a U-shaped process after *the* has completed it.

As for the use of \emptyset , lower-level learners in Chaudron and Parker first overgeneralized \emptyset in *a* contexts. When proficiency increased, the use of \emptyset decreased and the use of *a* increased. In contrast, the present study shows that the use of \emptyset is not stable with the lower-intermediate and the upper-intermediate groups (60.84% and 34.07%) and this increased with proficiency to become 73.08% for the advanced group, see Table 4). In fact, these two studies do not contradict each other, but rather confirm a pattern of \emptyset usage, based on Huebner's (1983b) flooding and trickling notion: lower-level learners initially overgeneralize \emptyset , and then reduce the use of \emptyset when testing hypotheses by trying the other articles (shown in Chaudron and Parker). And then they gradually increase the use of \emptyset again as proficiency advances (shown in the present study).

Consistently, Master (1987 cited in Lu 2001) also identified a flooding-then-trickling pattern of \emptyset usage: the participants started with \emptyset -flooding, and then shifted to a \emptyset -trickling stage when they realized that English must have a specifier, *the*. So, they tested their hypothesis by flooding NPs with *the* and simultaneously trickling the use of \emptyset . A dramatic change from \emptyset -flooding to *the*-flooding occurred at the Low-Mesolang level. When the Mid-Mesolang learners recognized that \emptyset could also be a specifier, they began to increase the use of \emptyset . In addition, both the Basilang group in Master (1987) and Mari in Parrish (1987) achieved higher SOC rates for \emptyset than for *a* and *the*. This does not necessarily imply that they first acquired \emptyset because their concept of \emptyset may be equivalent to non-use of any article, rather than the same concept of \emptyset for the features, [+SR, -HK] or [-SR, -HK]. Therefore, it is very likely that early \emptyset -flooding is

attributed to L1 transfer of languages (Master, 1987; Thomas, 1989), and also results in the highest SOC rate for \emptyset for beginning learners.

Furthermore, the patterns in article acquisition processes discussed above are consistent with Wolfe-Quintero's (2000, in Lu, 2001) proposal of a five-stage developmental sequence in L2 frequency of article production, based on Kim's (2000, in Lu, 2001) data: Stage 1, $\emptyset > the > a$, Stage 2, $\emptyset = the > a: \emptyset$, Stage 3, $the > \emptyset > a$, Stage 4, $the > \emptyset = a$, and Stage 5, $the > a > \emptyset$. This developmental sequence suggests that \emptyset is used more at first, and then it trickles when the learner advances. During the \emptyset -trickling stage, *the* and then *a* begin with limited target-like use, and then continue with an overgeneralization process, respectively, so as to compete with the frequency of \emptyset . Moreover, *the* goes through the overgeneralization stage before *a* does in a U-shaped behavior.

To sum up the discussion for Research Question 1, the three measures, SOC, TLU, and UOC, reveal the following about the acquisition of English articles by Arabic speakers: in terms of article accuracy, SOC reveals the order, $a > the > \emptyset$ for the written task and $the > a > \emptyset$ for the oral production task, and TLU informs us of the accuracy order, $the > a > \emptyset$ for Arabic speakers in both tasks. In terms of article use, UOC confirms the patterns of acquisition processes as proposed in the works of Chaudron and Parker (1990), Huebner (1983a), Master (1987), as well as Wolfe-Quintero's (2000, in Lu, 2001) proposal: that is \emptyset first goes through a flooding stage and then a trickling stage for hypothesis testing, *the* experiences a U-shaped behavior for the written task, highlighted by an overgeneralization process, and *a* follows *the* to undergo the U-shaped overgeneralization process as well.

5.5 The Semantic Contexts in which *the*, *a*, and \emptyset , are Overgeneralized

Let us now turn to Research Question 2: In what semantic contexts (Bickerton, 1981) are the articles, *the*, *a*, and \emptyset , overgeneralized? This investigation should help identify the areas of difficulty underlying article choice for Arabic speakers. As mentioned above, the present study supports Parrish and Thomas' claim that *the* is associated with [+SR] contexts, rather than with [+HK]. So, [+SR, -HK] context was recognized to be the key marked feature that causes *the*-overgeneralization. Similarly, there is evidence in research on both L1 and L2 acquisition of articles that shows overgeneralization of *the* in [+SR, -HK] contexts: for example in Cziko (1986, in Lu, 2001), L1 children could distinguish [+SR, +HK] and [-SR, -HK] by using *the* and *a* correctly at an early stage, but they tended to substitute *the* for *a* with the first-mention NPs in [+SR, -HK] contexts. As for L2 acquisition of articles, Parrish (1987) and Thomas (1989) found that *the* was overgeneralized prominently in [+SR, -HK] contexts. In Chaudron and Parker (1990), Japanese learners overgeneralized *the* to a greater degree in first-mention [+SR, -HK] contexts. Also, Takahashi's (1997, in Lu, 2001) study shows that Japanese college students had a tendency to use *the* instead of *a* in a certain structures in [+SR, -HK] contexts, such as indefinite prepositional phrases and indefinite relative clauses. For example, as in the sentence *Robert is listening to a record of Mozart musics*, *a* tended to be mistakenly replaced by *the* to mark a specific referent that is assumed unknown to the hearer (i.e., [+SR, -HK]). Moreover, recall that the participant in Huebner (1983a) withdrew *the* from [+SR, -HK] contexts at the final stage. Therefore, it can be concluded that *the* tends to be overgeneralized in [+SR, -HK] contexts. In addition, Tarone and Parrish (1988) found that L2 learners' accuracy in article use was significantly lower in [+SR, -HK] contexts than in [+SR, +HK] and [-SR, +HK] contexts. So the feature [+SR, -HK], positioned right between the two clear features [+SR,

+HK] and [-SR, -HK] in Bickerton's semantic wheel model, is much more marked and problematic for both L1 and L2 learners.

In addition, based on an item-by-item investigation in [+SR, -HK] contexts, the areas of difficulty underlying article choice for Arabic speakers in this study were identified: Arabic speakers misuse *the* for *a* or \emptyset because they have difficulty distinguishing [+SR, -HK] from [+SR, +HK] contexts (i.e., the distinction of [\pm HK]). Even when they can distinguish [\pm HK], Arabic speakers misuse *a* for \emptyset , or vice versa, due to their difficulty in distinguishing [\pm Countability]. Recall that the zigzag pattern of *a* usage in Master (1987) was ascribed to the judgment of [\pm Countability]. Master (1987, 1997) points out that L2 speakers fail to use *a* or \emptyset correctly because they have difficulty judging the countability of noun phrases. Likewise, Yoon (1993, in Bataineh, 2005) found that Japanese learners had trouble with the article choice between *a* and \emptyset due to insufficient knowledge of countability. Moreover, in Bickerton's semantic wheel model, *a* and \emptyset share the same contexts, but they differ in the feature [\pm Countability]. Also, it is evident in Master's binary system that *a* and \emptyset are used to mark the feature "classification," whereas *the* is used to mark the feature "identification". In other words, [\pm Countability] is the subset underlying the choice of *a* or \emptyset within the same feature "classification." To sum up, Arabic learners' difficulties in the distinctions of [\pm HK] and of [\pm Countability] echo Master's (1997) assertion that three elements are required for article choice: "In the article system, the elements are countability, number, and definiteness, which must all be considered in arriving at the correct choice of article".

5.6 The Acquisition of the Four Semantic Contexts [\pm SR, \pm HK]

Regarding research question 3, the data show that the accuracy order of the four contexts in both tasks is as followed:

Type 4 [-SR, -HK] > Type 2 [+SR, +HK] > Type 3 [+SR, -HK] > Type 1 [-SR, +HK] (see Table 18).

That is to say that Arabic speakers acquire type 4 easier than type 2, and acquire type 2 easier than type 3 which easier than type 1. Thus, type 4 and type 2 are easier than type 3 and type 1 which are the most difficult contexts for L1 Arabic speakers to acquire. Different types of errors committed by Arabic speakers are identified in these four contexts.

5.7 Types of Errors in the Written Task

Regarding research question 4, Six types of error committed by Arabic speakers are identified in these four contexts, These errors are: (1) deletion of the indefinite article, (2) substitution of the indefinite for the definite article, (3) substitution of the definite for the indefinite article, (4) use of the indefinite article with unmarked plurals, (5) use of the indefinite article with uncountable nouns, and (6) the use of the indefinite article with adjectives.

6. Conclusion

A good number of the studies of L1 Arabic speakers of L2 English which yielded important findings were specifically conducted to examine either acquisition of grammatical morphemes or to analyze errors produced by the L1 Arabic speakers. But we can hardly find studies that have been undertaken to examine article acquisition by Arab EFL learners, with the exception of the ten Arabic speakers in Tarone (1985) in which she investigated the extent to which ESL learners' production of grammatical, morphological, and phonological forms (including articles) depends

on a task, and another ten Arabic speakers in Tarone & Parrish (1988) in which she examined the kinds of NP types that contain different categories of articles.

Therefore, the present study sought and identified the accuracy order of higher-level Arabic learners (i.e., *the* > *a* > \emptyset , as revealed by the TLU measure), the patterns in acquisition processes (i.e., the flooding and then trickling process for \emptyset , and the U-shaped behavior for *the* and then *a*), as well as the actual difficulty underlying article choice (i.e., the distinctions of [\pm HK] and of [\pm Countability]). Based on Pienemann's (1988) teachability hypothesis that "if formal input is constructed in contradiction to natural sequences, it impedes rather than promotes language acquisition", this study hopes to shed some light on article pedagogy in view of the accuracy order, patterns in acquisition processes, and actual difficulties in article choice for L1 Arabic speakers.

The results obtained above suggest that the majority of errors made by the groups are the result of common learning processes, such as overgeneralization of the English article system. The impact of the participants' native language was found to be minimal. The only type of error that could possibly be ascribed to native language transfer, among other sources, is the deletion of the indefinite article.

Regarding the measure for article acquisition, although TLU is the best accuracy measure, none of the previous studies employed TLU: Parrish (1987), Thomas (1989), and Yamada and Matsuura (1982) used SOC only, and Master (1987) used SOC and UOC, but not TLU. More recently Lu (2001), Wong and Chan (2005); and Wong and Quek (2006) used all the three measures, that is SOC, TLU and UOC. So it is hoped that TLU will be employed in future studies on article or other morpheme acquisition. Clearly, the patterns of article acquisition processes (i.e., the flooding-then-trickling process for \emptyset , and the U-shaped behavior for *the* and then *a*) need further confirmation in future research. In addition, due to lack of data from beginning and low-level learners, it is hard to know definitively whether Arabic speakers at different proficiency levels exhibit the same acquisition order, as found in Thomas (1989) and this study, or whether each level exhibits a different acquisition order, as found in Master (1987) and Yamada and Matsuura (1982).

Moreover, a larger size of participants in an oral production task should be used in continued research in order to compare the results with those obtained from the use of a written cloze test, as was used in the present study. Tarone and Parrish (1988) found that L2 learners' accuracy rates for article use varied when different tasks were performed. In Tarone (1985), the article accuracy of the written test was found to be significantly lower than those of two oral tasks, the interview and narrative. Therefore, further studies should be conducted with lower-level Arabic speakers, as well as studies performed with a large sample in oral tasks, in order to build up a more complete profile of article acquisition for Arabic speakers. That is to say, although the results achieved in this study are sound and significant, more research is needed. A longitudinal study using a larger sample of size over the period of their study might prove invaluable for these purposes, not to mention incorporating oral as well as written data in the analysis.

7. References

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HANDLING A HETEROGENEOUS CLASS – A CATCH 22?

P. Mercy Kavitha

The common Predicament every English language teacher faces is handling a heterogeneous class where the diversity is not only restricted to economic, social, and cultural but also to level of inspiration and ability. The problem apparently intensifies in a laboratory class. Most of the teachers think that handling a heterogeneous language laboratory class is a herculean task. The present discussion is an attempt to throw light on how to make such classes easy to handle and to demonstrate that teaching a heterogeneous laboratory class of would be professionals is easy and it is not as cumbersome as it is perceived to be.

Primarily, the teachers need to equip themselves with strategies to handle learners whose language acquisition abilities are varied. For this, they need to understand that the terms *language acquisition abilities* and *language delivery abilities* are different from one another. This knowledge is imperative as time allotted for laboratory classes is inadequate to help students acquire all aspects of the language but it is sufficient to help them hone the skills (delivery skills) required for their career. Handling a laboratory class of such mixed ability students is easier when compared to handling a theory class. While handling a laboratory class, students can be divided into different levels based on their language skills: these levels can be determined by conducting a simple test in grammar, communication skills, vocabulary and pronunciation at the beginning of the academic year. Students can be categorized as Average, Above Average and Below Average (this terminology is for the teachers' reference only and ought not to be pronounced in the class).

As far as language lab experiments like Phonetics, Stress and Intonation are concerned, a remedial kind of approach can be taken up for those students who fall under the Below Average category. After teaching the theory in phonetics and giving practice in it for the whole class, the Average and Above Average can be segregated and given projects like Common Errors in Pronunciation. They can be given liberty to move around the campus. During this time, the teachers can pay special attention to the below average students. The task becomes easier if the first two category students peer-coordinate their work and the teacher does random checking. Thus, the teacher can pay attention to all categories of students.

Secondly, the teachers need some awareness about heterogeneity; they need to understand that many students suffer from *language classroom anxiety* which often makes them reclusive. This may further lead to under performance. For some students, the Communication Skills Laboratory is the first and only environment to use English language; such students tend to shy away from Public Speaking classes. For all such activities, the reclusive students may be given simpler tasks and the aim should be to bring them out of their shells. The teachers should also be aware of the interests of the students (as far as selection of topics is concerned) and should not get carried away by his/her own interests. For instance, topics like the Role of UN in World Peace, the Greenhouse Effect and Non Proliferation Treaty may garner inspiring inputs from students whose language proficiency is high but the same topics may repulse the reclusive ones. The repulsion is not necessarily because they are not aware of the topics but because they find it difficult to put forth their ideas in English. The teachers

have to instill confidence in such students and assure them that they will not be subjected to any kind of rebuke or insult. They should be reassured that the teacher's aim is to develop communicative competency and not linguistic competency and that fluency is more important than accuracy. Throughout this endeavor, the Average and Above Average students should be given challenging tasks (topics) so that they do not feel uninterested but get reinforced.

Conclusively, during Soft Skills sessions the students' innate skills should be identified. Ample scope must be given to all categories of students to exhibit their skills. This process of identification and exhibition brings out the hitherto hidden skills of the

shy students. Such students may not exhibit leadership skills to the required parameters but may contribute adequately in Time management and Conflict Management sessions. This hypothesis is based on the fact that almost all reclusive students suffer from *speaking anxiety* and sessions like Time management and Conflict Management do not need much of speaking. With this strategy the teachers can effectively make shy students confident and more participative. This confidence positively reflects in other sessions as well.

The above mentioned methods are certain to work. All that is required is a strategy, some awareness about heterogeneity and a little patience from the teacher's side.

THE EFFICACY OF LANGUAGE LABORATORY IN TEACHING

GRAMMAR

V. Arthy

INTRODUCTION

Language teachers across the globe regard themselves as educators as much as specialists in the teaching of verbal skills. The shifting emphasis in language teaching in the last decades from the study of language as a discipline in itself and as an entry into the literature of another people towards a practical skill in performance, has brought many changes in method and materials. It has stimulated an interest into the nature of language learning and emphasized the need for a much clearer picture of the component skill in linguistic performance.

In the traditional approach, learning and teaching were not analyzed and no effort was made to improve teaching. Early developments in teaching methods were based on the need to organize class teaching efficiency as possible. Soon as a result of the influence of new educational aims and theories of teaching and learning, newer methods were designed to foster the independence of students.

Effective language education stems from offering variety of learning opportunities and tools. Language teaching in the modern world has many different objectives. These are determined by what educational system requires, what the learner demands and what the teacher conceives to be his job. The teacher of today is considered as a creator and manager of simulating environment. Instruction leading to learning is in groups or individualized. Individualized programs consist of learning experiences specifically designed for the individual interests and needs. The availability of technology viz tape recorders, slide projectors, overhead projectors, video tape recorders as well as drawings, pictures, and even chalk board makes it possible for the language teacher to present language in more forms than just speech and print. One medium can be substituted for the other.

The language Lab has been, and will be for years to come, at the forefront of the language acquisition crusade. The language lab professionals are faced with the daunting task of having to design and reconstruct such facilities in order to keep pace with ever evolving technologies. The term Language Laboratory and the installation itself date back to 1924 when specialists in speech science at Ohio State University provided such equipment for the benefit of the students of Spanish language. It involved a central source for many sets of head-phones, the use of spaced pauses for student responses, and the possibility of individual recording and playback by students. There are many variables involved which help in efficient working of the Language Laboratory. The nature and quality of the recorded materials, the length and the frequency of laboratory periods, the presence or absence of a skilful teacher or 'monitor', the intangible but powerful factor of motivation, and the degree to which the laboratory materials supplement. As many factors are involved, research has been unable to provide definite conclusions, though considerable research has been undertaken in recent years. There are greater benefits in using such language laboratories, because it offers the students, the chance to work by themselves on language drills, monitored by the teacher from time to time.

Many developments in language teaching have evolved from growing awareness of the different mediums. With the advent of computers, there was a shift in the use of the equipment. Since the modern electronic computer is capable of rapid and precise control of a variety of pieces of equipment, it could present a programme of films, tape recordings, etc., according to an almost arbitrarily complex plan, and might, therefore be programmed to make instructional presentation to a individual or groups of people in a classroom. An essential factor in using computer as an aid to instruction is its capability to process natural language strings, to recognize the 'meaning' of what is said in a given context, and to make

complex 'branching' decisions conditioned on the outcome of these processing. One of the reasons for making this choice is the great amount of exercise and drill work involved in learning language skills, the greatest part for which requires close supervision and frequent remedial correction for best results in learning.

A probe into the researches carried out during the last three decades throw light on the fact that there has been little research attempted on the methods of teaching English at the college level and particularly using Language Laboratory for teaching of English. The present study is an attempt in this direction. An experimental study in teaching of grammar through Language Laboratory at College Level is a novel investigation

THE NEED FOR THE PRESENT STUDY

Though, the students are exposed to English and the grammatical patterns at the primary and secondary level of school educations, the performance of the students at the tertiary level is very low. They are unable to express even simple ideas in their own sentences. Though teaching community adopts various strategies to make teaching Grammar effective, it is not very pragmatic. Advance technology has paved way for the Language Laboratory which has opened the door for innovative methods of teaching grammar. The Language Laboratory has not been used much in teaching grammar. This study is expected to reveal the effectiveness of the Language Laboratory for Teaching Tenses. It is also expected that the study will result in the diagnosis of the learning problems in tenses confronting the college students. From the insights drawn from the findings of this investigation, the practicing teachers of English will be able to decide upon using Language Laboratory for teaching grammar in English and take up suitable remedial measures to remove the errors committed by the students in the uses of tenses.

OBJECTIVES OF THE STUDY:

The following are the objectives of the present study

- To study the effectiveness of Dicto-comp as a testing tool
- To the study the effectiveness of Language Laboratory in teaching tenses
- To the study the effectiveness of Language Laboratory in teaching the present perfect tense
- To the study the effectiveness of Language Laboratory in teaching present perfect continuous tense

The present study is based on the following expectations:

1. The present study is expected to reveal the effectiveness of Language Laboratory in teaching the uses of tenses at the college level.
2. The present study is expected to reveal the effectiveness of Dicto-comp as a testing tool.
3. The present study is expected to reveal the effectiveness of Language laboratory in teaching Present Perfect Tense and Present perfect Continuous Tense at the college level.

The findings of the present study will also enable the teachers of English at the college level to draw inferences and gain insights about the suitability of adopting Language Laboratory as a technology in Teaching English.

LIMITATIONS OF THE STUDY

The present study has the following limitations:

1. The study is confined to the First Year B.Sc.Computer Technology students of Coimbatore Institute of Technology.
2. The study is restricted to assessing the effectiveness of using Language Laboratory in teaching tenses only.
3. An analysis of the errors made by the students in tenses has not been made since the study is concerned with the effectiveness of using Language Laboratory in teaching tenses especially present perfect tense and present perfect continuous tense.
4. A large sample has not been taken for the present study because the present study is an experimental study.
5. A large number of construct could not be selected due to constrain of time.

It requires the selection of an appropriate experimental design, selection of sample to be subjected to proposed experiment, construction of tests to find out the specific abilities of the sample in uses of tenses; and preparation of appropriate teaching materials to be used in the Language Laboratory.

In this study a sample of students from first year B.Sc. Computer Technology at Coimbatore Institute of Technology, Coimbatore were selected and a pre-test was conducted to measure their entry level behavior in the area of uses of tenses. The sample was divided into Two-equated groups. Group A is used as Experimental Group and Group B as Controlled Group. The experimental group is exposed to instructional materials through Language Laboratory for a total number of Eight hours. After that, both the groups are subjected to a post-test in the correct uses of tenses. Finally, in the light of the comparison, the significance of the mean of the experimental group and the result of the **Student t test** are interpreted.

PREPARATION OF PRE-TEST TOOL:

A test is used as a tool to measure the capabilities of the subjects. The following points are borne in the mind while selecting the test items:

1. The objectivity of the appraisal tool
2. Clear and unambiguous instruction
3. Submission of the test drafts to a panel of professors of English for their consideration and suggestion for improvement.

There are 120 students admitted to the course belonging to both the sexes. Out of them 85 are women and 35 are men. A sample of 60 students were selected for creating Two-equated groups by administrating a pre-test.

SELECTION OF TESTING ITEMS FOR THE PRE-TEST

While making selection of the testing items for the pre-test,

- A number of standard books on grammar.
- The prescribed books of the primary and secondary level of school education published by the Government of TamilNadu to identify the list of teaching items.
- A panel of experts were consulted

SELECTION OF THE TEST ITEMS:

The objective of the pre-test is to gauge the entry-level behavior of the students' knowledge in the uses of tenses by placing them under error provoking situations. It provides a picture of the linguistic

development of a learner in the specific area of grammar as well as his learning problems at a particular point of time.

Dicto-comp is a simple technique for controlled writing. Error provoking areas can be chosen as items for testing. These items are put into a short monologue. The students are asked to listen to the monologue and reproduce the same in writing. If the student has already learnt the items it will be present in his internal memory and he could recall while he writes if he listens to the monologue. But, he has not learnt the item; he would either substitute or omit the item. So, Dicto-comp was included as a testing tool.

SELECTION OF TEACHING ITEMS

Grammatical tenses have been taught, so far in isolation. The teachers of English teach the rules of each tense in isolation and their usage. Few tenses can be better perceived when they are taught in integration. A very little has been said and done in the teaching of integrated tenses. Two tenses join together to form integrated tenses.

For Example:

The Past Continuous Tense and the past tense

- When I was waking on the road, I saw an accident

The past perfect continuous tense and the past tense

- I had been playing cricket, when I saw the accident

The past perfect tense and the past tense

- When I reached the station, the train had already left.

The present perfect tense and the present perfect continuous tense

- Raju has been batting for twenty minutes. So far, he has scored 10 runs.

Including all the integrated tenses for the area of research would be abroad topic. Hence, the present perfect tense and the present perfect continuous tense were chosen for the experimental study.

PREPARATION OF TEACHING MATERIALS:

The preparation of teaching material to be used for the Experimental group for the purpose of teaching tenses through Language Laboratory includes the following points:

1. Selection of teaching items in terms of contexts in which the Present Perfect Tense and Present Perfect Continuous Tense are used.
2. Preparation of necessary aids for teaching the items selected.
- 3.

SELECTION OF TEACHING ITEMS:

The selection of teaching items includes the various contexts in which the Present Perfect Tense and Present Perfect Continuous Tense are used. The 'testing items' for the pre-test have been based on the list of teaching items. So after consulting the panel of experts, teaching items for the proposed instructional program through Language Laboratory were prepared, bearing in mind the principles tested at the selection level.

PREPARATION OF TEACHING AIDS:

The preparation of teaching aids include the following

- A Digital Language Laboratory consisting of 40 systems for individualized instruction.
- Power point presentation of the reading and listening materials with the listening materials recorded with the presentation.

- Relevant pictures to be used for recapitulation
- Construction of fool proof and non fool proof substitution tables for practice.
-

TEACHNG METHOD

The teaching items selected and the aids prepared for the instructional program through the Language Laboratory constitute the teaching material. Every teaching unit planned by the investigator contains.

1. A statement of objectives, both general and specific.
2. A statement of specific teaching item to be presented.
3. Situations to introduce the teaching items.
4. Adequate substitution tables for providing practice in instructional patterns regarding the teaching item.
5. Grammatical explanation involved in the teaching item.
6. Exercises for recapitulation.

THE INSTRUCTIONAL PROGRAMME

Having created the equated groups for the experimental study and prepared the necessary instructional material, the instructional programme through Language Laboratory with the Experimental group was carried out. On each working day 60 minutes was set apart after the college hours for this purpose. Thus, a total number of 8 working days with Experimental group, devoting 1 hour each day for instructional programme. All instruction sessions were held in the same room and at the same time of the day for the Experimental group.

CONSTRUCTION OF POST-TEST

The tool for the post-test was constructed, to find out the effectiveness of the instructional programme through Language Laboratory to the Experimental group in the uses of Present Perfect Tense and Present Perfect Continuous Tense after the instruction. This test was also administered to the Controlled group. Both the groups were administered the test at the same time. IT was constructed in the same manner in which the pre-test tool had been constructed.

SCHEME OF ANALYSIS

1. An analysis of the post-test scores in terms of its average in percentage for both the groups
2. The means of the gain scores of the pre-test and the post-test were calculated for both the groups.
3. The combined standard deviation of the gain scores of the pre-test and the post-test of both the groups was calculated
4. 't' value was worked out. An analysis in terms of the test of levels of significance between the means of the gain scores of the Experimental and the Controlled group has been made and the interpretation provided.

CALCULATION PROCEDURE:

The sample is small, that is n 30, the so the Student t-test formulae was used for several calculation purposes.

The Student t test is generally used to test the significance of the various results obtained from small samples. Among the many types available the following type is used to find out the effectiveness of the experiment.

1. Testing Difference Between Means of Two samples (Independent Samples) (Test 2)

A SUMMARY OF FINDINGS:

The following findings have been drawn by the investigator after analyzing and interpreting the data:

FINDING 1

From the calculation, it is concluded that the average percentage of achievement of the Experimental group in the present perfect tense is 88.7 and the controlled group is 25.3. So it is concluded that the performance of the Experimental group in the uses of present perfect tense is better than that of the Controlled group. Therefore, the Experimental group made significant progress in learning the uses of the present perfect tense after exposed to instructional material through Language Laboratory.

The student's t test value in the uses of present perfect tense is 13.04. It is greater than the 't' table value 2.71 at 0.01 level of significance. This supports the conclusion drawn above.

Hence, it is concluded that the teaching of the uses of present perfect tense through Language Laboratory is effective.

FINDING 2

The average percentage of achievement of the Experimental group in the present perfect continuous tense is 88.7 and the controlled group is 26.7. Hence, it is concluded that the performance of the Experimental group in the uses of present perfect continuous tense is better than that of the Controlled group. Therefore, the Experimental group made significant progress in learning the uses of the present perfect continuous tense after exposed to instructional material through Language Laboratory.

The student's t test value in the uses of present perfect continuous tense is 11.68. It is greater than the t table value 2.71 at 0.01 level of significance. This confirms the conclusion drawn above.

It is therefore, concluded that the teaching of the uses of present perfect continuous tense through Language Laboratory is effective.

RECOMMENDATIONS

As a follow-up of this experiment, the following recommendations are made:

1. The study has demonstrated the efficacy of Language Laboratory for teaching the uses of tenses at the college level. It is recommended that the Language Laboratory may be used effectively in the teaching of other skills of the language at the college level.
2. The study has resulted in the construction of the pre-test and post-test tools to measure the abilities of the students in the specific area of the uses of tenses (before and after instruction) at a given point of time.

The tests serve two purposes.

- Dicto-comp can be used a tool to find out the performance of the learners at a given point of time.
- It can be used for diagnosing the learning difficulties of the learners in the uses of tenses.

It is recommended that Dicto-comp may be used by the practicing teachers of English to measure the students' ability in the uses of tenses and diagnose their learning efficiency in the uses of tenses.

SUGGESTIONS:

The following appear to be some important areas for further investigation:

1. It has emerged from the study that teaching of tenses through the Language Laboratory is effective at the college level.

It is suggested that the future investigators may take up a study of the effectiveness of Language Laboratory in teaching the following other skills;

- The uses of conditional clauses
 - The uses of other forms of tenses
 - The uses of articles, prepositions
 - The usage of syntactic patterns.
2. The present study has been conducted at Coimbatore Institute of Technology, Coimbatore. The same study can be conducted at different institutions. The results may confirm or refute the results of the present study.
 3. This study may be conducted to another group to find out whether the sex has any influence of the learning capabilities of the students.
 4. This study may also be conducted to another group to find out whether the nativity of the students (rural or urban) has any role in the learning capabilities of the students.
 5. This experiment may be conducted on the passive form of the tenses, as this study had been done on the active form of the tenses.

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Interaction in Classroom: A Tool to Enhance Communicative Competence

Dr. Shilpi Bhattacharya

Interaction is a two way process. In any communication event messages move back and forth between two speakers in a series of exchanges. Interaction in a group is thus multi dimensional. The turns of conversation are distributed among the members of the group. Interaction involves listening to incoming information and responding to it relevantly. The listener's response to the speaker depends upon what one thinks of the speaker & ones perception towards life and the world. The interlocutors in an exchange treat each other with respect and the tone and manner of speaking reflect all this. Interaction would thus imply mutual understanding of each other's thoughts and feeling and the primary mode through which this is affected in language.

Spoken exchange in a group is spontaneous and multi - directional. Each member in a group may have something valuable to say. Each member may also respond to what the other has said. The force of one's ideas result in appropriate language forms to convey them and facilitates fluency. Another principle is that knowledge is constructed collaboratively by the participants and not just received by them from one dominant speaker. Responding to others' idea is crucial to the learning process. These natural principles of human communication patterns will help teachers in the language classroom to equip learners with communicative competence. Communicative competence is the ability to use language appropriately in real life situations. That can surely be achieved by classroom interaction.

As we know that a child learns his mother tongue through interaction with his family members first, then people in the neighborhood and finally in school. Language development happens through interaction with others and the language inputs are processed in mind. Now the question arises why do we need classroom interaction? One may feel that allowing interaction in large classrooms will result in disorders and chaos and at the same time allowing students to talk, takes a lot of classroom time and the syllabus may remain uncovered. One might also think that there is no convenient way of assessing oral communication in large classes and that the time is better spent on form practice. Here the fact remains that the emphasis in the learner Centered classroom is on making learners use language rather than just know about language. Making students initiate and respond to topics of discussion in the classroom will help them speak naturally and effortlessly. Thus language learning is actually skill learning and not context learning and providing practice for the development of the skill will help future use of language. Another aspect of consideration in classroom interaction is that, fluency in speaking a second language is often hindered by affective factors and encouraging learners to speak in class will help them shed their inhibitions. Allowing interaction as mode of learning other than teacher talk does not mean that there is no lesson plan in the teacher's mind. It is only through the learner's interaction with the text, his peers and the teacher that the text beings to acquire meaning. As long as positive learning outcomes result, deviating

from the lesson plan will not affect the learning objectives. What is important is that the language learning objectives are fulfilled where meaning making is more important because learning cannot be viewed as a product.

If we try to analyze the process of interaction in classroom, we find that it takes place at two levels -

- (i) At the level of the actual content of the lesson (A)
 - (ii) At the level of practice & clarifications through interaction (B)
- Generally we find that level 'A' takes up a major portion of class time with the teacher doing most of the talking and there is very little time spent on level B. But if in the level B the teacher shares the students 'L1', interaction increases. So language development will be optimal if level B and level A overlaps each other so that the language of social communication flows into the language of context communication and vice - versa.

In order that the maximum impact of this is felt, the teacher should be able to move freely between A and B so that the learners are also able to do so. It is only when content and communication interact that learning can be effective. At present what is seen in most cases is that the teacher is good in A and makes the students also proficient in A. In other words, academic language content develops mainly with the help of the textbook in the literary mode, while the spoken language that is required to internalize the learning and to communicate it to others does not happen. This retelling is what is expected in workplace communication and this is why we need to strengthen 'B'. A student should be able to explain and clarify context in simpler terms using everyday language and this can be achieved through interaction.

Now when it is very clear that learning a language requires classroom interaction, an obvious doubt pops up in ones mind that if student interaction increases that means teacher talks less. Will this not mean that learning is reduced? What is the role of a teacher when learning is made to happen through interaction? In this context, it is observed that organized forms of interaction can be arranged through pair work and group work activities. In such activities the teacher stands outside the learning circle or participates as an equal. Here the teacher's role is to provide task inputs, arrange the setting for interaction, monitor student interaction, give clarifications when students seek them, offer suggestions when a group does not know how to proceed, collect feedback on the learning achieved and consolidate learning at the end of the session. Thus a teacher has a huge responsibility even in an interactive classroom session and moreover learners' confidence that they are not merely receivers of information but can contribute to knowledge making will encourage learners to take responsibility for their learning and initiate discussion in the classroom. This will lead them to being autonomous individuals later at the workplace with the ability to take initiative, engage in collaborative team work and assume leadership roles in the community.

We find that in a classroom all the teaching is done through language as it is the medium of communication between teacher and learners and in a language classroom both the content of teaching and the medium are the same. There is a difference between analyzing interaction in other subject classrooms and in the second language classroom. In the first case, we are looking at the impact of interaction on the learning of the subject whereas in the second case we are trying to understand what kinds of activities involving interaction will promote

language acquisition. Here both the object of learning and the medium of learning is interaction itself. Learners need to learn to interact and they learn this by interacting.

There are various techniques through which interaction could be promoted in the classroom. The best one is supposed to be the instructional mode. Instruction in an institutional set-up can take several forms. One of them is task - based instruction. As with content based instruction, a task - based approach aims to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners have to work to understand each other and to express their own meaning. By so doing, they have to check to see if they have comprehended correctly and, at times, they have to seek clarification. By interacting with others, they get to listen to language which may be beyond their present ability, but which may be assimilated into their knowledge for use at a later time. As it is well said by Candlin and Murphy -

"The central purpose we are concerned with is language learning and tasks present this in the form of problem solving negotiation between knowledge that the learners hold and new knowledge."

There are various types of task - based approaches that can be implemented in classroom to promote interaction. Some of the observations are mentioned below: -

1. Information gap approach - This activity involves the exchange of information among participants in order to complete a task. For example, an information gap activity might involve students drawing each others' family tree after sharing information for a limited time.

2. Opinion - gap approach - It requires that students give their personal preferences, feelings or attitudes in order to complete a task. For instance, students might be given a social problem, such as high unemployment, euthanasia and be asked to come up with a series of possible solutions.

3. Reasoning gap approach - It requires students to derive some new information by inferring it from information they have been given. For example, students might be given a railroad timetable and asked to work out the best route to get from one particular city to another or they might be asked to solve a riddle.

4. Project work approach - In project work approach the language used in the class room is predetermined after performing a three stage research. For example students might decide to take on a project such as publishing a college magazine. This project would follow three stages. During the first stage of their project, the students would work in their class, planning, in collaboration with the teacher. The second stage typically takes place outside the classroom and involves the gathering of any necessary information. In the third and final stage, students review their project. By encouraging students to move out of the class room and into the world, project work helps to bridge the gap between language study and language use.

Thus we find that learning through tasks and activities demands a great deal of interaction. It is found that this sort of interaction in classroom facilitates the cognitive learning processes, develops autonomy in learners and makes interaction in real - life purposes easier that finally enhances communicative competence among the students.

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Web Blogs and Podcast for Teaching-Learning

Nikhil Joshi

1. Introduction:

As per our old tradition of education, institution is more emphasized than the learner. Classroom teaching has been practiced as a main source of teaching-learning since many years and now everything has become syllabus oriented or rather to say exam oriented. Learning in its true sense of meaning is getting demolished. New age teachers need to update themselves in accordance with the new age requirements of the learners. Learners in today's era are not content with classroom source and book-materials only. They have been time-savvy and techno-addict. So the teachers do need to evolve along with developing technology trends and they ought to be familiar with using techno-features in education system. Present scenario has changed the term 'citizen' into 'netizen', prior people were known within the boundaries of a nation they belong to but now these boundaries are vanished due to internet technology and they are turned to be 'netizens'. Netizen is a person who belongs to some internet communities, people are getting closer though they are widely dispersed in various parts of the globe. The entire globe has turned into a global village and computer screen is the location desired by everyone. Hence, in teaching-learning we have to not only adopt techno-features but also to practice it with some innovative applications.

2. Changed Scenario:

Classroom tasks are now out dated and online tasks are more welcome. E.g. to assign a word-meaning finding task, why not to give this task online through webpage or blog post? Let the learners find the meaning of the given words without using printed dictionary.

2.1 Arrival of new words from NETZONE:

As the latest declaration of 'Word for 2009' is 'unfriend', which has been accepted from wide usage on social networking sites and has also been added into Oxford Dictionary this year.

2.2 Audio-Video-Podcast:

In the same way various study materials can be uploaded on web pages or else on blogs along with some relevant audio-visual taken from the deep sea of internet. We prior used to give reading comprehension, writing exercise and speaking exercise only in the premises of the classroom but now it can be made available for the learners using blogging. Even in case of listening exercise, what we used to do was to bring cassette/CD player in the classroom! Now, in the age of DIGI music, i-pods have moved this kind of appliances. So better we use 'podcast' for listening exercises. This is the new age demand and we must be using all these features to make teaching-learning more effective and to shape and color it in the form desired by 21st century learner.

2.3. Podcast:

A podcast is a series of digital media files (either audio or video) that are released episodically and downloaded through web syndication. (*Wikipedia*)

2.4 Audio-Podcast:

Audio podcasts usually include "album art" embedded into a file which consists of a show name, company logo, or photo of the host. Also frequently included in the file itself are ID3 tags, which contain information ("metadata") such as the

episode title, host, topic, show number, and any other relevant information about the file. (*Wikipedia*)

2.5 Video-Podcast:

Also known as ‘vidcasts’ or ‘vodcasts’, video podcasts are very similar to their audio-only cousins. Using mainly the same delivery mechanism as the audio podcast, the video podcast is delivered on demand to the media consumer’s personal computer or portable media player. As wireless network capabilities expand, vidcasts are finding a new audience on mobile networks. Critical mass for the vidcast is expected to hit as next-generation handsets better capable of video download/playback become more common. (*Wikipedia*)

3. Learning Made Flexible:

Learner’s autonomy is the most important element which needs to be taken care of in entire teaching-learning process in the present scenario and it is one of the characteristics of implementing innovative teaching techniques using webs, blogs and podcast. Learner has all command in hand in terms of convenient timings for study and selection of material as well. Webs and blogs are being used as tools for distance learning now a days but actually use of webs and blogs have caused the removal of the term ‘distance’ from the curricula and in true sense it has been ‘flexible learning’ rather than ‘distance learning’.

‘Distance learning is student oriented and exactly what the term implies- any type of study that takes place when the instructor and the students(s) are separated by physical distance, with printed materials and various technologies used for communication and program delivery.’ (*Pradeep M.*) Thus using web-tools, blogs and podcasts facilitates both teacher and learner to remove the factor of distance and it expands the classroom beyond the boundaries.

3.1 Using Web-Tools:

Using web-tools, teaching has become an experience of innovative techniques. An enthusiastic teacher can start his/her own website/webpage and can upload source materials that can be helpful to his/her learners. E.g. on Ning, one can create a community and can share various kind of study materials with the learners. Membership can be moderated on Ning through certain settings by customizing it. Learners can comment on this material, can also have chat. Here the teacher has to be active in announcing specific timings for chatting with him and to let the learners come along with their views. Learners can exchange their views and comments internally with one another.

5. Techno Effects on Language:

Let the learners use techno effects on their usages in language, that’s a good opportunity to make the learners feel and have a lively attachment with language learning. As the use of Social Networking Sites in everyday life has caused certain moves in the way language is being used on net. Today’s learners are more familiar with abridged versions of the language expressions and they are rather more interested in functional language, which fulfills their purpose of communication. In e-mail and SMS they are used to using short expressions and new terminology for conveying message and this is very often left out in the actual syllabus design. ‘For many years syllabus-designers have ignored the significance of the participants or groups of participants who learn a target language to satisfy their social needs.’ (*Aslam Mohammad*) So it’s better we focus more on learners’ needs and in a way that can be analyzed by using web-tools in teaching-learning and by making them free from the bondage of designed syllabus and letting them use the target language the way they use it in actual communication. ‘Online

tools and other technologies help students hone basic language skills they can later apply in authentic social settings...designing effective lesson plans using the internet helps students explore ideas, acquire and synthesize information, and frame and solve problems.' (Dixit Pushpa)

6. Conclusion:

Hereby we can conclude that using web technologies like blogs, podcast and webs provides knowledge facilitator a wide exposure and to learner a wide range of choice of his/her interest in teaching-learning respectively. It affiliates teacher and learner both with a new age feel and ultimately it results into a better scope of betterment in teaching-learning as it makes the entire teaching-learning process more flexible and effective. Learners can open up new horizons in studies with learning from web-tools in a livelier environment and at the same time teachers can facilitate learners with some new techno-features in teaching. Easy access is a major characteristic of use of web-tools in teaching-learning.

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Portrayal of social relationship in families

Jacqueline Sara

Primary source: The House of Blue Mangoes, New Delhi, Viking 2002, an English Novel in the Nineties.

David Davidar's debut novel. "The House of Blue Mangoes" brings out the epic mode, covering a huge canvas talking in many generations and great many social changes and upheavals. He speaks about how he wished to 'recapture memories of an idyllic childhood' and of his grand Parents. However in the same breath he asserts that the novel is wholly invented and 'it is not autobiographical'. He even gives us a complete list of books on social history, The Indian civil service, Indian nationalist moment, the system of siddha medicine etc that he had consulted to write this novel.

The moral center of the novel is in its vision of family – a vision that is a way of thinking, Philosophy. Religion, Mythology and legend in almost every culture have invariably affirmed the centrality of family and home in man's life, social Practices and code of behaviors have been around the idea because it is believed they are the means to man's happiness.

There is a Jewish story in which a poor destitute old man dreams that a huge treasure chest was buried beneath a bridge about twenty miles and finds that there indeed is a bridge but that the soldiers guard it. He goes there the following morning again trudging the whole distance but is disappointed to find that soldiers were still

there. He goes there the next day again but the presence of the soldiers renders it impossible to dig beneath the bridge. Not losing hope the old man perseveres going there everyday until the soldiers notice him and ask him why he has been coming there every day. The meek old man tells them about his dream about the hidden treasure under the bridge. The soldiers laugh with amusement and tell him in turn that they also had a similar dream of a

treasure chest but that it was buried under the old man's hearth itself. They ask him to go and get it. The innocent old man takes their story seriously and accordingly goes home to dig under the hearth. Lo and behold there was the treasure chest! So David Davidar's novel, the House of blue mangoes, celebrates this age old ideal of home, family and community.

It does credit to the novel that it locates this ideal in a caste ridden, superstitious, primitive, drought-prone Indian village called Chevathar. The village head man (thalaivar) Gnanaprakasam Solomon Dorai Andavar desperately tries to avoid caste wars, whatever the extremity of the provocation. He as head and the members of his low-caste was challenged and it finally boiled down to a fight for survival. The upper-caste Muthu Vedhar insults him in public, spitting on him in a procession and

thus giving vent to his old hostilities and jealousies.....

The Books refers to what was known as the “Breast wars” of 1859 that devastated people belonging to both the castes by visiting upon them arson, looting, stripping of women and other such outrages. It sets down the historical facts about English rule in India and their interaction with natives with great respect for accuracy even at the risk of being taken on the postcolonial back lash.

The text is structured in three books followed by an Epilogue, grappling with the fate and fortunes of the three generations of Dorai’s family.

Book I – Solomon Dorai, the towering head man of Chevathar. He tries to keep the people of the village together. His life and this part of the novel end in his death and gruesome violence.

Book II named Doraipuram – hovers around the destinies of two sons of Solomon Dorai, Daniel and Aaron. Aaron embraces the freedom moment and turns revolutionary, and Daniel becomes a successful inventor Moon White Thylam. He becomes rich and prosperous and conceives the settlement of Doraipuram.

Book III – Centres around Kannan, son of Daniel the third generation, gets western style education, and marries an Anglo-Indian girl, Helen against his father’s will. The novel has its political back ground the freedom struggle climaxing in the quite Indian moment. The freedom moment, sprinkling of the names of great nationalist leaders like Nehru, Gandhi, Bose etc references to various news papers ‘Swadeshi Mitran’, ‘The Hindu’, ‘The Indian Patriot’, ‘Vijaya’ description of the life the Britishers also provide a realistic dimension to the fictional scene. Thus the novel is seen to have the sweep and force of an epic.

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