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RESEARCH ARTICLES:

Dear Readers and Contributors,

IJELLS is teething. I apologise for the comparison. But this young journal is growing and you are the reason for it. You, the readers and contributors have nurtured it with knowledge. It has been a learning experience for us editors too. The mere act of reading, editing and formatting has taught us a lot. We deeply appreciate the support towards the growth of this journal.

This issue is a profusion of titles from all major areas of English. We are happy to note that our readers and contributors have instilled their trust in us.

Editors.

EDITOR'S CONTRIBUTION

English Teacher/Trainer – A Love Hate Equation

I don the role of a trainer in recruitment skills running a parallel and optional course in a professional institution for the past five years. It's been a roller coaster ride with rave reviews coming for the classes on one side and with very weak attendance on the other. It became a sort of a paradox. If the reviews roar so should the class attendance. But it is dismal. We at our institution are seething with pride because of our little success stories. I had a lot of students, as leaving the college, telling me that these classes made them. I have detailed descriptions of how one single class in some instances has made a tremendous effect on some students. Students who have left the college come back with anecdotes with references to the classes which transformed them. Those students, who come back and tell the teacher/trainer of the efficacy of the classes, have a value system, in which they have magnanimity to appreciate. Also they are balanced and mature enough to take the opportunity to hone themselves.

With that note I would like to delve into a further analysis which might help some trainers handle these classes.

Our society based and rooted in the traditional terra firma, dictates a way of life to which all of us are bound. Yes, I have taken a tangent from the present point of discussion because I believe; who we are, is primarily defined by the social roles we play. If I am a grandparent I am supposed to behave in a predetermined manner. The image we all automatically conjure up in our minds if somebody says 'granny' is somebody who is swathed in a kanjeevaram cotton sari, her graying hair folded into a bun, a huge one rupee coin sized bindi on her forehead, benignly smiling at her children and grandchildren pottering around the house. Can we imagine a grandmother, with spiked and pink dyed, her shortly cropped hair, wearing a pair of leather jeans and jacket trailing a blaze on a Harley Davidson and greeting you with a thump on your back saying 'Whassup Bro?'Answer me after your ROFL (rolling on the floor laughing). That's who we are. All our preferences, values, ethics, sense of right and wrong, good and bad take their roots in that predominant culture hold on our lives.

The regular teaching is syllabus based; yes, another tangent this time, time defined and is very conventional in its method of teaching. It is neutral and harmless, allowing the learner to be in his/her comfort zone. It in no way imaginable, challenges his/her values and beliefs on which he has come to depend on heavily and unconsciously.

Where as, in contrast, an English teacher who is burdened, with the dual role of communication skills trainer cannot opt for the above mentioned framework of teaching. For, concepts like language acquisition, skills training and confidence building are not taught out of a book and are not based in syllabus (though we have a rough attempt of confining this into a straightjacket injustice called syllabus). A broad topic based syllabus can be prescribed but the little details have to be left in the teacher/trainer discretion for an effective class.

Language acquisition, skills training and confidence building is not syllabus based because a trainer has to be sensitive to each learner's requirements and should be able to improvise as the need arises

so that everybody in the group are addressed. All the skills mentioned can only happen if the learner understands how he is rooted and learns to identify his areas of improvement and work on them.

That is exactly what our tradition has been doing in sheathing people. We are all supposed to fit in, be a part of a group, and overlook our individual preferences and to conform to that of a group. It is easy to join a group because it gives comfort and a sense of identity. Our religions, our castes and sub groups are an indication of this fact. It is good and nobody's contesting the fact. Yes, we all play our social roles because it is tried and tested and is proven safe. And we all want safety for us and our kids so we force them to snub their individuality and blend in. The society/group is given more prominence over self.

When we mention placement training there is a whole shift in the way we perceive things. After getting placed, the recruits are supposed to adapt to a professional ambience to build a successful career. The job scenario everywhere is adopting a global mindset in terms of work culture. Professionalism demands that you second the issues of gender, caste and religions in the ulterior motive of maintaining a neutral environ for productive work. Professionalism is gender neutral, religion neutral, caste neutral and above all age neutral.

To make this transformation the learner has to let go of his/her favourite doctrines and dogmas and liberate himself. That is a very difficult job because it separates the person from the group associations. He has to shed his/her fears and learn to venture on his/her own, create his/her own identity, acknowledge his/ her own point of view, learn to have opinions, acquire language and confidence to voice them and from experience most of these actions would displease people, would ruffle feathers but also on the same note create change a very necessary part of growth. He would face a period of confusion and insecurity because he would never find a group like him and realizes we are all unique in our ways and gains courage to walk alone. And alone does not necessarily mean lonely.

With this understanding facing a heterogeneous group like any regular class has its share of challenges. Convincing the learners on this huge attitudinal shift, with a lot of his/her energies, turning towards them-selves in an effort to understand their-own-selves is a daunting task. People hate change when they can draw comfort from the familiar. Any activity which challenges their beliefs is consciously avoided. Though, this exercise, liberates a few mature and balanced individuals who want to learn and evolve (of course, it would come out of self motivation), but, severely dissuades many others because they are afraid of trying something different and the resulting change.

Hence the rave reviews and dismal attendance combo offer and the love hate relationship with the English teacher/ trainer.

-Dr. Mrudula Lakkaraju

ENGLISH LITERATURE

Reveling the Past: Gather Together in My Name

Dr. M. Latha

". . . whatever the pain, I do not deny the past"
- Maya Angelou, The San Fransisco Chronicle

Authoress, poet, playwright, editor, songwriter, singer, teacher, dancer, in the words of one critic, Maya Angelou has touched more bases in her career than her contemporaries. She is a poet and author. She is a playwright. She is an actress, producer and director. She is a singer and a teacher and speaker. She is a civil right activist. She is a mother and grandmother. But most of all, she is survivor she has survived abuse and racism.

Growing up in a small town in Arkansas, Maya Angelou learned about poverty and racism at a very early age. People often thought less of her because of the colour of her skin. It took many more years before she had enough self-confidence to use her gifts.

Today, Maya Angelou is known and respected around the world. Her books and poems are read by millions. She has entertained children and has been celebrated by Presidents. Most of her work is about growing up as a African-American child in the United States and about how she feels about being an African American today.

Angelou has described the art of autobiography as a means for a writer to go back to the past and recover through imagination and invention what has been lost. She began producing her autobiographical works I Know Why The Caged Bird Sings (1970);Gather Together in My Name (1974); Singin' and Swingin' and Getting Merry like Christmas (1976); The Heart of a Woman (1981); All God's Children Need Travelling Shoes (1986) and A Song Flung Up to Heaven (2002). Evaluated against a long tradition of slave narrative and modern "success" stories, these autobiographies represent what has been called the cornerstone of African American literary traditions. The present article deals with Angelou's incredible contributions to the genre, as she probes the broad deep canon of Western literature and American vernacular culture to render her life as art, clearly revealing her not only as a powerful writer who loves a mental challenge, but also as one who uses the opportunity to critique the genre and provide a gifted contribution, employing her genius to weave the primordial purity of black sacred music in a finely crafted carnival discursively in which, as one critic comments, her "prose sings".

The success of Caged Bird encouraged Angelou to continue her life story. Her second volume, Gather Together in My Name (1974), took three-and-a-half years to write. Continuing the saga of adventures in California, taking up from where Caged Bird ends. Gather Together is a travel story. An apt title for the book could be "Travel with Maya". Her experiences carry her from San Francisco to Los Angeles to San Diego to Stamps back to San Francisco to Stockton and finally to Oakland, all in a brief time-span.

In these travels, Angelou once more exposes her audience to a varied cast, including a fair share of criminal types. The following questionable operators populate her book: L.D. Tolbrook, a pimp and con-man; Beatrice and Johnnie May, lesbians and prostitutes; Troubadour Martin, a dealer in stolen goods; Big Mary, who kidnaps Angelou's son; and a sundry sprinkling of junkies. Angelou skirts the edge of the underworld, but her innocence and openness bring out the good in unsavoury people, and they keep her from personal harm. Her life is actually enriched by her encounters with the fringes of society.

Gather Together in My Name begins in San Francisco shortly after the end of the Second World War. The illusion of racial equality in San Francisco during the war years begins to vanish. With white soldiers reclaiming their lives as civilians, black workers were expected to return to their farms and black military heroes to their ghettos. Angelou's prefatory observations about race and the job market are intended to place the autobiographer within an historic framework, with her personal economic situation echoing the postwar decline of African American society.

At seventeen Maya, is looking for a job that will bring her recognition, money and independence, but she lacks the skills necessary to achieve these goals in a dominant white economy. Additionally, she believes, as do many young women, that to achieve her own goals she must leave her mother and stepfather, who have supported her, and define a new life for herself and for her two-month-old son. Leaving her family thus creates a double bind for the struggling single mother; she depends on them, but at the same time she wants to be independent.

Gather Together traces Maya's emergence into the world of work, carefully recounting her pursuit of economic stability as she moves from job to job—from crude cook, to dancer, to prostitute, to fry cook. During the course of the autobiography she sometimes acts irresponsibly, when she endangers the safety of her son who is kidnapped by a baby-sitter. She also exposes herself to a number of risky relationships with men; a dancer; married man who sells stolen clothes; a vein-scarred drug user.

At the end of Gather Together, she is finally saved when her most reliable friend, Troubadour Martin, demonstrates the dangers of drug addiction by walking her through a heroin den. Shocked and repentant, Angelou, in a promise to reclaim her innocence, abandons, her degenerate life and vows to return with her son to her mother's protection.

Told with beauty and grace, Gather Together in My Name soars and sings. Written nearly three decades after the period it portrays the autobiography is a recollection of roughly three years in Angelou's life. Not afraid to bare her soul and admit to bad judgement, followed by sometimes devastating consequences, Angelou gives readers glimpses into the challenges faced by a seventeen-year-old mother, herself still a child, trying to make her way in the world with her young son.

Written three years after Caged Bird, the book "depicts a single mother's slide down the social ladder into poverty and crime" (1994: 120). As Angelou's biographer, Mary Jane Lupton states, "she was able to survive through trial and error, while at the same time defining herself in terms of being a black woman" (1998: 6). Angelou states that she wrote the book, in spite of potentially harming the reputation she gained after writing Caged Bird, because she wanted to show how she was able to survive in a world where "every door is not only locked, but there are no doorknobs . . . The children need to know you can stumble and fumble and fall, see where you are and get up, forgive yourself, and go on about the business of living your life" (2005: 45).

In spite of great difficulty Angelou, as the main character of the book experiences, she remains focused on the book's themes of "survival with style, finding her true self, and admiration of literacy" (1997: 86). The book's title is taken from Matthew 18: 19-20: "Again I say unto you, That if two of you shall agree on earth as touching any thing that they shall ask, it shall be done for them of my Father which is in heaven. For where two or three are gathered together in my name, there am I in the midst of them" (King James Version).

Reviewers found merit in the new volume. Phoebe Adams, for example, in The Atlantic, said Gather Together was "excellently written" (1974: 114). The Library Journal reviewer commented that it was "tremendously moving" (1974: 1494) and choice felt that Angelou was a "fine story teller" (1974: 920). A disquieting note, however, was expressed by Selwyn Cudjoe who thought that while Gather Together was well-written, better written than Caged Bird, it does not succeed because, unlike Caged Bird, it lacks

"moral weight and an ethical centre," thus denying it an organising principle and rigour capable of keeping the work together:

> If I may be permitted, the incidents of the book appear merely gathered together in the name of Maya Angelou, they are not so organised that they may achieve a complex level of signification. In fact, it is the absence of these qualities which make the work conspicuously weak (1984: 20).

In an interview published in Black Women Writers at Work Angelou noted that the title of Gather Together has a "biblical origin" (1989: 154). It is a "New Testament injunction for the travailing soul to pray and commune while waiting patiently for deliverance" (1984: 33). As for the motive for writing the unvarnished experiences in Gather Together, Angelou has said,

> . . . comes from the fact that I saw so many adults lying to so many young people, lying in their teeth, saying 'you know, when I was young, I never would have done . . . why I couldn't . . . I shouldn't . . .' lying. Young people know when you're lying; so I thought for all those parents and non-parents alike who have lied about their past, I will tell it (1989: 154).

The underlying deep structure of this statement of motive carries four interesting implications: one is that people – young or old, white or black – are hypocritical. It is proverbial that what people say and what they do more often than not conflict. Kierkeguard, the philosopher and theologian, pointed out that hypocrisy is so deeply ingrained in man's nature that a man could lose his hypocrisy about as easily as a fish could lose its scales. Angelou should be commended for facing and reporting repugnant situations truthfully. She chooses not to whitewash the real world she encountered. But she conveys the positive message of hope by proving that an exposure to the dark side need not cause a loss of faith and goodness.

Angelou is also following an old religious custom, described by a theological term – exomologesis – in which a person expresses "complete openness about his life- past and present, followed by important personal changes, with the support and encouragement of other members of the congregations" (1971: 45). Writing Gather together when she is in her mid-forties, the Cellini approved age and perspective, and having been frank previously about her life experiences, in Caged Bird, Angelou is, nevertheless, worried about public reaction to an even more candid recounting of the adventures of a "reckless" and "foolish" young girl. A strong enough concern existed that Angelou admits to conferring with her son, her mother, and her brother to solicit their comments. She said, "This is what I want to do. I want to say to young people you may encounter many defeats, but you must not be defeated" (1974: 19). Then she read her family salient chapters, and they all expressed unconditional support. Her mother told her, "write it" (1974: 19). Her brother said, "please tell it" (1974: 19).   Despite their approval and encouragement, this book was even more painful to write than Caged Bird, she says "because it deals with unsavory parts of my past" (1974: 19). But it makes more powerful her message of survival. These events happened when she was in control of her life and the choices were hers. However, providing sustenance for herself and her son led to some of the quick and easy choices.

A third implication is that Angelou wants to anticipate any criticism of her past life. By including unpleasant as well as pleasant incidents, she can head off negative comment from anyone who might be inclined to bring up something unfavourable or scandalous. "Yah, I knew her when", someone might say, and thus destroy her credibility. By taking the offensive with full, open disclosure, Angelou stares down her detractors. She gains an edge with her readers and they are more receptive to accepting her material as gospel.

There is finally, a fourth practical reason for her candour: sex sells, as romance novel publishers and tabloid journalists can attest. And there was a desire to meet the initial sales figures of Caged Bird. Since Angelou's descriptions of her experiences as a sometime prostitute and as a short-term brothel operator, as related in this book, are virtually voyeuristic, she distances herself from blatant participation.

She manages to maintain for her persona the traditional view that sex and love go together, whether it is in a brothel or in the privacy of one's own bedroom. Angelou is removed from any stigma that might result from crass participation. She humanises her involvement and realises wrong doing, asking for forgiveness for youthful poor judgement.

Gather Together, a chronicle of another segment of the author's daily travails, is a further journey seeking solutions. It concludes with the inevitable realisation by Angelou that the answers are within herself. As mentioned, Gather Together follows the same format as Caged Bird: a "Preface" presents the problem and sets the scene. The situation presented finds Maya Angelou, black, female, and an unmarried mother with a two-month old son to support. She is without any funds or job skills. She is 17 years old and has just graduated from high school. The place is San Francisco, and the time is the mid 1940s, just after the end of World War II. During the war years, the mood was upbeat. The law of supply and demand meant that good paying jobs existed for all people, anyone willing to try and learn. There was little talk of prejudice. Now with the end of World War II, defense plants were shut down and soldiers who had been released from service hanged around "the ghetto corners like forgotten laundry left on a backyard fence" (1984: 3). There had been a lengthy feast but inexorably the famine followed. The job market tightened and easy money dried up. Making a living, honest or otherwise, became a fierce challenge.

Having a young child to care for means that further education may not be feasible for the single parent Angelou. Her mother and stepfather, Daddy Clidell, however, do offer to care for her son if she decides to continue her education in college. But Angelou is concerned and reluctant to relinquish her maternal role. She recalls her childhood and wonders if her mother would really accept responsibility for Clyde (Guy). She ends her prefatory section, as in Caged Bird, with reflection: "The mixture of arrogance and insecurity is as volatile as the much-touted alcohol and gasoline. The difference is that with the former there is a long internal burning usually terminating in self-destroying implosion" (5).[1]

In Gather Together, Angelou is still involved with her themes of protest and survival; of protest against prejudice, which shines more lightly upon the male and the white; of the need to survive and raise her son in a world dominated by the "loathsome white", the mysterious ways of whites continue to disconcert her as they did in Caged Bird, reflecting her rural community perceptions. Her mother, grandmother, and her personal experiences all educate her about whites, but do nothing to lessen her aggravation or to develop within her an acceptance of feeling or acting inferior. During this period, she learns that it is white men who ask prostitutes to do "nasty things". Furthermore, white folks are vulgar, and white men are sad as lovers" (141). Angelou writes that the examiner for a test she takes for a telephone job is "A silly white woman who probably counted on her toes" (6). Angelou's own prejudices crop up frequently as conditional responses without consideration of their limitations. Her comments in Gather Together counter her junk yard lessons of Caged Bird. It has to be kept in mind that the books are reflective of a particular period in Angelou's growth and development. Gather Together covers about four years of youthful maturation.

Angelou did absorb many of her mother's warnings that enable her to function in the general white world. Angelou, her mother cautioned, should avoid "speaking to whites and especially whitemen" (50), an admonition that echoes what she had learned earlier in Stamps and had reported in Caged Bird: "the less you say to white-folks or even powhitetrash the better" (22). Her mother also warns her that "when a whiteman sees your teeth he thinks he sees your underclothes" (51). Angelou does find some positive black and white interactive behaviour to report. This presages an eventual acceptance of individual actions. She even expresses tolerance of many things and certainly of all levels of language. One thing

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[1] Maya Angelou. *Gather Together in My Name* (New York: Random, 1974). All subsequent references are to this edition.

Angelou will not tolerate, however, is the use of the word "nigger" under any circumstances. The disparagement implied in the word is deeply ingrained, whether in a rural or urban setting. The prohibition is sometimes lifted in dialectic reporting of black-on-black conversation, but purely for purposes of realism.

The principle that Angelou felt was challenged was that her "personhood" was violated. As Hannah Nelson observes,

> The most important thing about black people is that they don't think they can control anything except their own persons. So everything black people think and do has to be understood as very personal. As a result, the inviolability of the Afro-American's personhood is so closely guarded that any assault upon his/her person is frequently resisted (1984: 8).

African Americans are often accused of being "too touchy" or "too sensitive" when they react to situations as Angelou did, but the accusers are generally ignorant of the depth of the cultural issue involved. Generally bad treatment and the lack of conventional courtesy is rightly considered a personal affront by the targets but rarely by the perpetrators. This is magnified in interracial settings.

Momma then packs up Angelou's belongings and Angelou returns to her mother and son in San Francisco. The door is closed in Stamps, Arkansas. Angelou belongs to a wider world and never again sees her grandmother Henderson, but will forever carry Momma's marks.

As the principle of Gather Together, Angelou is still the youthful, high-spirited Marguerite,-- 'Ritie' – Johnson. Again writing from the advantage of maturity, Angelou recounts those confused adolescent years of 17 to 19, as she entered the real world, determined to make her own way. These are adolescent years, and Angelou describes some foolish mundane little things she did like wearing too much make up. And she sees herself as a product of "Hollywood upbringing and (her) own romanticism" (27). These are typical, trivial teenage concerns. They are normal considerations as contrasted to the abnormal underworld activities with which she finds herself involved. Her teenage heart and dreams must cope with adult arenas. The difficult task of sustaining independence means compromising her dreams.

Although Angelou briefly flirts with criminal deeds, she finds rationalisation in her need to make a living for her son and herself. She is always aware of being outside society's norms and admits that during these times she did "drown into the slimy world of mortal sin" (140). She bounces from an "unpleasant pillar to an illegal post" (1974: 114), to use the words of Phoebe Adams in The Atlantic, but always as a temporary means to an acceptable end. Angelou does not lose her moral compass and maintains a firm distinction between right and wrong.

What emerges in Gather Together is an Angelou who is resourceful, capable and tough-minded. She realises that there is no free lunch and asks no quarter. She will take on any challenge to survive and feels that she can apply her intelligence to any reasonable task. She neither understands nor accepts failure. She will tackle whatever comes her way. A lack of experience in Creolc cooking does not stop her from taking such a job and doing it well. Dance routines she performs with R.L. Poole, although "largely unappreciated" (113) by audiences are nevertheless moderately successful and serve as preparation for future acceptance at the Purple Onion night club. Variety of employment is no barrier to Angelou. She sees opportunity where others might see oppression.

Angelou does not feel that her education ended with graduation from high school. Having been encouraged early in her life to appreciate literature, she continues to read, as she had done since childhood: "Until the gray light entered (her) room" (59). As a result, she becomes a wide reader with an inquisitive mind and a confidence in her own perceptions. Her reading was apparently eclectic and of college calibre: from the poetry of Countee Cullen to the lengthy prose of Russian authors. She refuses to be limited or "Caged".

At the end of relating an anecdote, Angelou often generalises about her experience, a practice she started in Caged Bird. Such is her commentary of self-pity: "Self-Pity in its early stage is as snug as a feather mattress" (17). Her generalisations reflect her mature mind. Their reductionistic quality echoes the pithy maxims popularised by the French writer, La Rochefoucauld. They capture the attention of the reader by both content and form and are homey enough to make the reader comfortable. The familiarity of proverbs, a folklore constituent, allows the message to be old or new, but purely palatable.

"All my work, my life, everything I do is about survival, not just bare, awful, plodding survival, but survival with grace and faith. While one may encounter many defeats, one must not be defeated".
-- Maya Angelou (1990: 11)

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The Glass Palace- An Augmented Narrative

Prof. A. Hariprasanna

T. Gayathri

Amitav Ghosh throws down the gauntlet with his *The Glass Palace*, challenging such postcolonial critics to confuse narrative fiction with reality of nation by writing a historical novel, a narrative whose fictional edges bleed more readily into the empirically verifiable facts of the "real" historical record. *The Glass Palace* unfolds over a hundred years of pre-colonial, colonial, and post-colonial Burmese history as families are formed and individual characters experience loss and joy. Social organizations such as feudalism are destroyed and new ones formed in the guise of the colonial and postcolonial nation-state. Obviously, *The Glass Palace* is not generally of postcolonial literature, a "national allegory".

The Glass Palace's characters, plot, and events can open its reader's eyes to acts of forced displacement of people that took place historically; it can re-visit grand   historical events from different perspectives, such as that of Ghandi's attempt at a social revolution seen from the angle of vision of the female character, Uma. But, of course, *The Glass Palace* is not a symbolic representation of nation nor is it an expression of the "real" experiences of real people during such a stormy historical period in Burma. It is a work of fiction, a novel whose complex organization deftly balances the referential characters described in detail with the imaginary to open its doors for readers to enter into and engage with their possible worlds.

The Glass Palace is chock full of (Burmese-Indian, Anglo-Indian) characters who seek a sense of place and belonging--a home--within homelands torn apart by colonialist and imperialist invasions and civil wars. It is a novel whose story stretches out from and around the experiences of South Asian hybrid characters as grand historical events of nation unfold. Eric Hobsbawm upholds the idea that people should "identify themselves emotionally with 'their nation"[1] and then only nationalism gets validity.

Ghosh's technique is simply to borrow the war-journalist's tripod, lenses and so forth and then swivel his viewfinder so that it alights on families living out their lives in tumultuous times. Indeed, he has used the strategy with success in several previous works—dealing, for example, with the enigma of a divided Bengal in T*he Shadow Lines* or establishing homely connections with a conventionally 'exotic' Egypt in *In an Antique Land*. Thus *The Glass Palace* is considered traveller's tale, the anthropologist's notes, the historian's books, consisting almost unavoidable element of the postcolonial events. The militaristic imperial strategy of "aggression, capture and colonization"[2] is employed to colonise Burma.

In *The Glass Palace* Raj Kumar's granddaughter Jaya's son is the main narrator of the story and he interlinks many sub-narratives with different characters to make it a complete whole*.* The childhood memory of the fascinating, perplexing and the most tender sight that he has ever witnessed in his life, of the interlocked dentures of his great aunt Uma and his great grandfather Rajkumar in Uma's bed persisted in his memory for a long time. While he grew up into maturity, his intense longing to know more about the nature of the relationship between Uma, 'a benevolent benefactress' (TGP: 545) and his great grandfather Rajkumar 'a near destitute refugee' (TGP: 545) augmented in him. Hence he takes the decision to trace out the history of their family and write down their chronicle in the form of a novel.

The novel thus written encompasses the great historical events beginning with the British annexation of Burma to the British India in November 1885 till the Burmese struggle for democracy under the leadership of their pro-democracy icon Aung San Suu Kyi and the attempts of the Military Junta to suppress the struggle by 163 keeping Aung San Suu Kyi under house arrest in 1996. The records of these historical events are intertwined with struggle for survival of human beings caught up in the vortex of these great events. The family chronicle of the Rahas with Rajkumar at its head and the history of three generations of his family are fore grounded in *The Glass Palace.*

However Contrary to what many poststructuralist postcolonialists venture to say, even at the most basic understanding, the biographically verifiable author Amitav Ghosh does not correspond among the fictional characters, but he invents the narrator to shape the narrative. Characters are not free subjects who can potentially escape their graphic prison and make fictional subjects of--or even talk back to--their author or narrator. They are equally inhabitants of the same conflicted fictional world. And those disciplinary spaces--colonialism, capitalism and otherwise--in *The Glass Palace* are only representations and not the real disciplinary spaces where the powerful rule over the powerless in the real world.

The Glass Palace is the stuff of fiction that can open eyes to the brutalities of (neo) colonialism and not a text that can resist, intervene, fundamentally transform anything, much less the everyday reality of millions of people living within a national space shaped by history and governed by laws. Like Benedict Anderson's now widely used metaphor of the ' imagined communities', imagines the nation an imagined political community not uniquely produced by the constellation of certain objective social facts; rather the notion is thought out."[3] He has discussed the idea of the 'nation' and the problematic of assigning a fixed historical space and character lo nationhood, emphasizing the artificiality of national identity.

Amitav Ghosh narrates the tones of the people's reactions to these momentous historical events and changes, he presents the discontent, disapproval of the masses and how they began to see image of themselves reflected in the 'other'. The servility and surrender of the Indians to the British—the Burmese felt was a warning to them to prevent them from going to such extents of surrender to the power of the British colonial masters.

Ghosh invents a third-person narrator that relates a story in a fashion that simultaneously fictionalizes and makes real historical subject and event. By making real, the narrator represents the characters (whether factually based, like the Burmese King Thebaw, or fictionally based like the protagonist, Rajkumar as "real" according to the terms of the fictional narration) as such, the narrative often slips into free indirect discourse to open up free-flow of information between the reader and the character's interiority.

The narrator of the historical novel can see and enter into all characters' minds; the author of a factual, historical narrative cannot. So although Ghosh employs a third-person omniscient narrator that exists at a remove from the storyworld, it is not bound by the conventions of the work of history. Such work also uses a "third person narrator", but it does so announcing explicitly that it is the point of view of the trained historian with a scholarly interest in historical document and ethnographic material.

Rashmee Z. Ahmed supports the argument against the imperial attitude in these words, "*The Glass Palace* is nothing if not an indictment of imperial due process." It is a story of people, a fortune, and a family and its fate', in which Ghosh portrayed "a parallel, wholly fictional world". Ghosh's narrator is not bound by chronological convention; he even makes huge leaps in history from 1919 to 1929 with the turn of a page. When historically bound narrator does not know something, the scientific aims are not abandoned; on the contrary, it announces to the reader its lack of knowledge.

The presentation of the story is unique in the words of Ghosh. When the Japanese invade Burma, it cuts short the deeply moving romance between sympathetic characters Dinu and Alice, causing the reader's emotions to surge. While the real British invasion of Burma was the violent act of imposing a brutally oppressive colonial regime through much shedding of innocent blood, in the world of the novel it can be this and also the seed-event that later leads to the love story that follows the Burmese princesses and their love affairs with those of a lower caste: The First Princess falls in love with the Royal family's former coachman, Sawant, and the second Princesses elopes with " a Burmese commoner" (TGP:204).

In describing the unparalleled beauty of Dolly, Ghosh resorts to polyphony. Her beauty, when reflected through 'multiple voices' becomes all the more enchanting. In Rajkumar's version, she appeared

to be beautiful beyond belief, beyond comprehension. "She was like the palace itself, a thing of glass, inside which you could see everything your imagination was capable" (TGP: 144). The Collector's wife, when she saw Dolly for the first time felt that "Miss Sein was perhaps the loveliest woman she'd ever set her eyes on" (TGP: 108).

The same view has been reiterated when the working class woman with whom Rajkumar had an illicit relationship saw the photograph. She said to Rajkumar, "She's so beautiful, like a princess-what do you want to do with a woman like me?" (TGP: 236). Enforcement of an idea through multiple voices is a strategy that Ghosh successfully makes use of in Travelogues written by Amitav Ghosh are no exceptions in using the polyphonic mode of narration.

Unlike the monologic mode of narration followed in conventional travelogues of well-known travel writers like Marcopolo, Ibn Bhttuta, Fa-hien, and Hieuen-t-Sang, Ghosh adopts polyphony and non-linear form of narration in his travelogues. By journeying into the country concerned, he imbibes its history, culture and tradition and studies the problems that the people of the country have encountered by conducting interviews and friendly chats with them. These dialogues are presented in the travelogues through the mouth of those who have originally experienced the situation.

Thus multiple experiences are projected through multiple voices. Dialogic rather than monologic grand narratives enable the achievements of all communities, societies and civilizations of the world to be appreciated. Generic hybridity is signalled in the novel by means inserted genres like letters, manuscripts in the form of journals and diaries and excerpts from poems, which is one of the characteristic features of polyphonic novels. Inclusion of these genres shows that "the boundaries between fiction and nonfiction, between literature and non-literature are constantly changing as the novel is a developing genre.

The Glass Palace's thematic material is carefully organized according to the principles that govern the crafting of fiction: language, narrative technique, and genre. Contrary to what many poststructuralist and postcolonialist venture to say, even at the most basic understanding, the biographically verifiable author Amitav Ghosh does not correspond one-to-one with the fictional characters he invents nor the narrator he employs to shape the narrative.

Language is central to these conflicts, and languages are deployed in several ways in this novel. All of the major characters are bi or multi-lingual with strong cultural ties to more than one country. Indians born in Burma have both Indian and Burmese names and use words from both languages and even the Burmese princesses, in exile, learn Indian languages. Despite the official dominance of English, retaining the old dialect is a way of maintaining old ties, especially for Rajkumar (TGP:66&122). There also are terms peculiar to work situations, for example, from the teak camps (TGP:73) and rubber plantations (TGP:230), reflecting the high percentage of minorities working in such places (TGP:89).

Language is overtly used as a weapon as well as to bind people together. The Burmese queen in exile, for example, speaks Hindustani fluently and uses that to emabarrass and intimidates Indian officials who are Parsi or Bengali (TGP:109). Politically, Dinu declares the need to communicate in 'secret languages'[5] in Myanmar under military dictatorship. Ghosh describes the aspirations, defeats and disappointments of dislocated people in India, Burma, China, Malaysia and America such as King Thebaw, Queen Supayalat, Saya John, Rajkumar, Dolly, Uma, Elison, Dinu, Neel, Arjun, Hardayal, Kishan Singh, Jaya and Ilongo.

For Rajkumar and Jaya, there is the impulse towards family--biologically and culturally--to find a sense of belonging. It is their lack of family that both generates this desire to create a new traditional constraint of the institution. On one occasion, Rajkumar tells his loved-one, Dolly: "I have no family, no parents, no brothers, no sisters, no fabric of small memories from which to cut a large cloth. People think

this sad and so it is. But it means also that I have no option but to choose my own attachments" (TGP:147). He reads this lack of attachment as "a freedom of a kind" (TGP:147) that allows him to remake family not according to racial, caste, or national dictates. Both sons Neel and Dinu affirm the forming of a new family populated by racially and culturally mixed subjects. Finally, the novel charts the positive effect of crumbling family structures that allows for the making of new communities based on common social understanding.

Family is central to *The Glass Palace* not just in terms of content, but also form. The narrator uses the realist storytelling mode to give texture to the characters' experiences in the story world and uses even historical event to fill out this telling, but it is the romance genre that functions as its narrative container. The novel's over reliance on the sides of sexual love as redemption from history and is critical of the characters because, king and peasant alike in *The Glass Palace* lack a complex inner life. This has nothing to do with representing the characters as child-like or undeveloped and everything to do with generic convention.

The writer's device which is central to the artistic deployment of his material in the novel is the metaphor of the camera. Leitmotifs of mirrors, lenses and binoculars are scattered throughout the text. The artist's eye reflects, bears witness to the historical events as a kind of photo montage, a series of snapshots over time whose details are filled in. As the title indicates, the novel opens with the distant roar of the British canons and the consequent plundering of the fabled hall called the "*Glass Palace*".

Throughout the narrative of *The Glass Palace*, Ghosh expresses the agonies and turmoils of the expatriates. "The expatriate being, expresses itself truest in an oscillatory pendulum momentum"[6]. *In an Antique Land*, Ghosh expresses the manner in which imperialism and commercial consideration result in ruthless exploitation of the people from the developing nations, like the poor Egyptian diaspora, exploited by the Iraqis as cheap labour. In all the works of Ghosh, we find a continuous struggle to return to roots, on the part of the diasporic people, trying to overcome the exploitation and misery associated with their life. It is shown in the illegal relation of Rajkumar with Ilongo's mother. Ghosh's novels are in fact *elegiac reminiscences* of their sad plight.

The Glass Palace is filled with love and passionate consummation of desire; it is a narrative of dramatic adventure, great migrations, and unbelievable chance encounters. It is also announces dates in chapter headings to remind of the plot's imbrications with historical chronology. As said by Meenakshi Mukherjee, "The story spans more than a century in the history of the subcontinent, people involved in unexpected relationships across countries and culture, wars are fought, rebellions quelled, political and ethical issues are debated, fortunes are made and lost. The writer reports everything accurately, thoughtfully his precision backed up by meticulous research"[7].

The Glass Palace not as a document of nation but as a narrative fiction, employs a complex historical narrative structure to richly texture its many characters' identities and experiences, allows us to see how this novel is able to revitalize the power of the romance genre and of the historical novel as told from a new, postcolonial point of view. To read *The Glass Palace* thus is to enlarge the narrative contact zones between those genres and to shatter the interpretive lens that systematically confuses aesthetics with ontological facts to shatter the wish fulfillment fantasies of certain critics who choose to conflate narration with nation and nation with narration.

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Is Teaching of English Language and Literature in India a Perpetuation of Literary Colonialism?

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Background to the study

One of the central features of postcolonial theory is an examination of the impact and continuing legacy of the colonial conquest. The introduction of English studies in British India and its retention in independent India is one such continuing conquest. Its continued maintenance here and its impact on local cultures, indigenous languages, and education need a critical interrogation. Such an interrogation would simply reveal the fact that it has caused imperialisms of several kinds though they are interlocked: cultural, educational, linguistic, literary, and social. Postcolonial reading/interrogation is defined as "[a] way of reading and rereading texts of both metropolitan and colonial cultures to draw deliberate attention to the profound and inescapable effects of colonization on literary production; anthropological accounts; historical records; administrative and scientific writing." (Aschrcoft 2004: 192) It is still a mystery how and why such a sophisticated imperialistic existence caused by English literary studies in India has not attracted the attention of politicians and policy makers. Politicians are concerned only about the hegemonic status of English as a dominating language in several formal domains in Indian life though it has reinvented its status from being a language of colonization and westernization to becoming the language of globalization and modernization jettisoning its national character. Innocuously, English literature teachers and scholars also haven't asked the most inconvenient question: "what is the raison detre of English Studies in India?" One positively tangible consequence of literary colonialism is the capacity of the "Empire writing back" by appropriating as well as abrogating the English language, and forms of writing. As rightly and boldly Rushdie (2010: 17) puts it: "we can't simply use the language [English] in the way the British did; that it needs remaking for our own purposes." My central hypothesis here is that the continued existence of English Studies as an academic discipline devalues local languages and literatures and inculcates acculturation rather than intercultural communicative competencies.

Research questions

For the purpose of the present postcolonial interrogation of the socio-political consequences of TELL, the following research questions are set:

1. Why do Indian writers who have had English education background opt for English as medium for their creative activity?
2. Why does English literature continue to be offered in India post-independence? Is there any educational or socio-political policy on it?
3. Why do Indian students join English literature course? What is the determining factor for them to choose English or Tamil/regional literatures?
4. What are the consequences/impact of English studies as an academic discipline on the indigenous languages & literatures, educational curriculum, local cultures, and society in general?
5. Is there any explicit paradigm shift in aims and objectives from colonial literary education to the post-colonial English studies?

Agenda of literary colonialism

Language is a central issue in postcolonial studies. It is a common perception that colonists imposed their language and literature on the colonized for socio-political and religio-ethical purposes (Viswanathan, 2009). Hinting at the civilizing mission, Dalrymble (2006: 71) asserts that the colonial agenda of the British rulers behind introducing English language and literature in Indian academia in 1828 was to "uplift the uneducated and half-barbarous people of India." Charles Grant felt a sense of paternal responsibility to educate the people who lived in 'darkness' and the burden of evangelizing the superstitions-ridden people by introducing light (imparting

Western ideas through English literature) in order to dispel darkness. In his Observations, 1792 Grant declared that "the true cure of darkness, is the introduction of light," (81) and "the first communication, and the instrument of introducing the rest, must be the English language; this is the key which will open to them a world of new ideas." (Sharp: 83) English literature was the contents through which he recommended the diffusion of light so that Indians would get "the best remedy for their disorders." (81) The colonist's understanding of Indians is that they were backward, uneducated, superstitious, without history and social progress, and without culture and future. Lord Macaulay as a true visionary with a perfect understanding of the Indian psyche without ever having interacted with Indians declared at the end of his speech in the British Parliament in 1833:

To have found a great people sunk in the lowest depths of slavery and superstition, to have so ruled them as to have made them desirous and capable of all the privileges of citizens, would indeed be a title to glory all our own. The sceptre may pass away from us. Unforeseen accidents may derange our most profound schemes of policy. Victory may be inconstant to our arms. But there are triumphs which are followed by no reverse. There is an empire exempt from all natural causes of decay. Those triumphs are the pacific triumphs of reason over barbarism; that empire is the imperishable empire of our arts and our morals, our literature and our laws. (emphasis mine)

Thus, English literature as an academic discipline was framed by the colonial academics in the nineteenth century with a larger agenda of creating a disciplined workforce, and of inculcating certain values like obedience, Western aesthetic taste, manners and morals, and of course, Christian virtues. It was viewed as a sure passport to a decent job in the Company first and the Government last. In the course of time, it qualified graduates, postgraduates, and scholars to become English teachers as per the Downward Filtration theory. Prior to the disciplinary formation of English studies in India, a desire for English as a language of power and higher civilization was created in the minds of the people. English represented a superior culture and power to them. The idea that whoever could learn this magic language could exercise power and authority over those who did not know crept into the mind and the soul of Indians who could afford to grab this language. English thus became the medium of not only instruction but also power. After the establishment of universities and colleges after 1857, English Studies lured hundreds of students who desired a job in the government.

English Studies meant a study of English literary canonical texts. Study meant explication, annotation, memorization of both texts and 'texts on texts.' Texts on texts were known as 'key' [presently, bazaar guides] which were banned in universities. Extensive explicatory lectures were delivered in the class, and students were tested through writing essays and annotating passages in the examination. Similar system continues several decades after independence now! There is not much change in the curriculum of English Studies. There has been an addition of literatures other than British: American, African-American, Indian Literature in English, Canadian, and New Literatures in English. But the study of English literature continues unabated with writers from Chaucer to Plath and with subjects from Social History of England to History of English literature! There has not been any serious and sincere attempt to redefine and review the relevance of English Studies in India post-independence. Academics in the English department have not felt any urgency to revisit it. Each younger generation of English teachers both in schools and colleges is faithful in their mission to those who produced them.

Postcolonial writers' ambivalent attitude toward English

There are two schools of thought among postcolonial writers in their views on the use of English as a medium of artistic expression. The first is the most radical group led by Ngugi wa Thiong'o, a Gikuyu writer from Kenya that "bid farewell" to English. In Decolonizing the mind (1986), Ngugi states that language is the medium not only for describing the world but also for understanding themselves. He further explains:

Language as communication and as culture are [sic] then products of each other. Communication creates culture: culture is a means of communication. Language carries culture, and culture carries, particularly through orature and literature, the entire body of values by which we perceive ourselves and our place in the world. . . . Language is thus inseparable from ourselves as a community of human beings with a specific form and character, a specific history, a specific relationship to the world. (15-16)

The other is the moderate group led by writers like Raja Rao and Salman Rushide who want to appropriate the English language and forms of writing from the colonizer's culture. Rushdie wants to remake the colonizer's language for the expression of postcolonial experience. The result is the birth of 'englishes.' In his Imaginary Homelands (1992/2010), Rushdie is of the view that English can neither be ignored nor disposed of, and that the English language offers the space for postcolonial writers to work out the problems that confront the post-colonial societies. He declares that "[t]o conquer English may be to complete the process of making ourselves free." (17) Appropriation and abrogation of English and forms of writing leads to our conquering English as 'english.' Raja Rao's hospitality toward English reflects the true Indian sensibility when he asserts that English in India is not just "a guest or friend, but as one of our own, of our caste, our creed, our sect and of our tradition." (1978: 421)

Objectives/policies of English Studies in post-colonial India

While postcolonial writers in India have clarified why they continue to write in English, postcolonial academics have not yet seriously interrogated the issue of continuance of English Studies in independent India. In a democracy like India, people enjoy freedom to read the literatures of the world for either aesthetic satisfaction or edification purpose as is done in the West. But then, why is English Studies as an academic discipline? The other related questions are: Does it continue to have surrogate functions attributed by the colonists? Does it at least produce quality English language teachers to cater to the needs of millions of aspiring Indian youths? Or does it just create thousands of graduates, postgraduates, and doctorates specializing on individual writers with focus on select texts? If so, what would be their profession? Why should people's tax be spent on it? Many graduates in English have no competency in English language skills though they are capable of paraphrasing literary texts, and they successfully become English teachers at different levels to produce an unproductive, unemployable educated force. One wonders if it amounts to the squandering of taxpayers' money. Majority of students who join BA/MA English Major unwittingly entertain a false notion that they would acquire English communication skills in order to mainly become teachers of English. A few 'intelligent' students dream that they will become multi-cultural in their look and outlook by reading literatures written in English.

English language and literature teaching in India has become a highly subsidized sick industry with a vicious circle of imagined consumers and untrained or ill-trained workforce. It lacks both vision and mission. It needs to be revamped with changing times and needs by making it more consumer-friendly and relevant with objectives revisited. The very nomenclature "English literature" needs a thorough enquiry. The teaching of English language and literature in India has become a futile exercise within the academia since this mechanically imitative academic activity is carried out with total indifference and insensitivity to needs and hopes, and aspirations and ambitions of thousands of students who join B.A. English either on their volition or on compulsion. While framing course objectives and syllabi, Boards of Studies in English in Indian universities never take into account the needs and competencies of the prospective students who join the course without any academic preparation at the school. They haven't even justified the continued existence of English Studies in India post-Independence. English Studies is being offered as if it were an extension of the colonial project. Its grand objectives, if any, are incommensurate with contemporary Indian realities. Ironically, it is a sordid state of affairs that English language and literature students can leave the portals of their institutions with degrees in first class but without ever having truly read any literature or acquired functional literacy skills in English at all. Indigestible literary explications of culturally alienating foreign contents in the form of dry lectures in the classroom without their being solicited by student demands drive students to rely upon rote learning through

bazaar notes, and the demand for proficiency in English remains a distant dream for many a student even after M. Phil degree programme.

In the present day context, the very nomenclature 'English literature' as an academic discipline is a misnomer because a majority of those who join it at the undergraduate level do so with an assumption that it would empower them with necessary English language skills for communication. In fact, students of English literature as well as General English demand the acquisition of communication skills in modern English. Literacy skills in English are a pre-requisite for the appreciation of literary merits of canonical texts. Literary skills of reading and interpreting literary texts, and cognitive skills of academic, research, and rhetorical writing are the legitimate demands of the students of English literature. Emphasis should therefore be laid on the 'reading' of English literature and 'learning' of the English language by students rather than 'teaching' (read it as ethicalizing /moralizing /pontifying) them by teachers. Most of the English literature classrooms virtually turn into a pulpit with the teacher playing the role of a high priest. Students are not taught the tools of literary interpretation for the production of knowledge. All texts are ultimately pulverized to paraphrased prose ethics.

Indian students of English literature as post-colonial second-language users of English need English as a weapon to win the material world for better economic prospects in social life rather than as a wand to capture the world imaginatively for aesthetic considerations in private life. Reading literature for aesthetic pleasure or moral purpose is a private affair that cannot be discussed and measured in public! Therefore, teachers of English should change their role as service-providers with a view to facilitating the learning process. They should metamorphose from being all-knowing uncreative purveyors and academic dictators of literary knowledge into becoming 'catalysts' and 'guides' of students who need literacy skills in English for occupational purposes and literary skills for cognitive functioning. In short, the very schemata of English language and literature teaching needs to revisited and re-conceptualized.A majority of students of English literature acquire neither the capacity to function in the English language for communication nor critical and scholastic skills for intellectual pursuits. Why is it so? It's because of systemic failure for lack of clear objectives, vision, and theoretical base of basic research in the fundamental issues of teaching and learning English language and literature. Without any critical assessment of the colonial agenda of literary studies, policy makers in post-colonial India allowed it to continue to date. Sometime back, there was a letter to the Readers' Mail in the Hindu wherein the reader lamented over the declining standards of English in Tamil Nadu. He claimed that good quality lectures were delivered until 1970s and they were delivered in broken English in 80s and 90s. At present, even MA and M. Phil English classes are being conducted in broken Tamil! Government blame the teachers, who in turn blame the system, while students blame the teachers, texts, and tests.

Students of English at school, college, and university levels are not able to cope with the culturally alienating English literature. They don't simply see any reason to read Chaucer or Plath. They are unable to digest the Anglo-European theory of enduring universal values embedded in English literature or European literatures in translation. (R.J. Rees, 1966 & 1982) They are already blissfully ignorant of their own literature and they think that they don't have to know it because they are students of English literature. Thus, they willingly lose their cultural identity. They all opt for English for the simple fact that it is viewed as a passport to decent jobs later in the future. Interestingly, English teachers are somehow convinced that they can teach English powerfully and effectively only through English literature. It is a common man's guess that they can teach only English literature either in language or literature classes because they were taught only that! They alone do not see any crisis in English classes as Rajeswari Sunder Rajan (1992) sarcastically claims. Students having scant respect for what they do in such classes blissfully resort to bazaar guides which are produced by the 'well meaning' industry. It is a thriving industry in India rendering yeoman service to thousands of students across length and breadth of the country. These industrialists enjoy a good business rapport with academics who serve as members of the boards of studies. There is no dearth of English teachers who admire and appreciate these industrialists. Like physicians or secret believers, they dutifully 'prescribe' some of the products of these

industries. These industrial products also supplement teachers' preparation of lectures the previous night! Or the Western scholars help them to 'perform' in the class. Net result: operation success, patient failure!

Impact of English studies on indigenous languages and literatures

Many academics have ignored the fact that there has been an unequal academic relationship between department of English and the departments of regional/indigenous literatures in India. While there is a sense of elitism and elation on the part of English department, there is a dependence tendency on the part of regional languages and literatures departments to ape the critical tools, approaches, theories, and criticism from the West through English. While English department is seen as a promoter of English language and literature in India, departments of regional languages and literatures are sympathized as preservers/defenders of these indigenous literatures in their own territory. These departments seem to thrive on English literary imperialism as much as English department which is perpetrating linguistic, cultural, social, and educational imperialisms. The working definition of English linguistic imperialism which causes other types, according to Robert Phillipson (1992: 47), is that "the dominance of English is asserted and maintained by the establishment and continuous reconstructions of structural and cultural inequalities between English and other languages." He explains 'structural' inequality as material properties such as institutions and financial allocation and 'cultural' as immaterial or ideological properties like attitudes and pedagogic principles.

How do Tamil films project English and Tamil professors? English professors in coat and suit are taken very seriously and are always associated with the staging of some Shakespeare plays while Tamil literature teachers in traditional attire are shown as comedians devoid of even classroom managerial skills. While students of English literature revere their teachers who completely alienate themselves from student community by their life style and textbook English, students of Tamil literature endear their teachers who cannot sport any superior status because of the common medium of communication both inside and outside classroom. The present generation of Tamil professors is seen flocking the English department libraries for consultation on literary theories and criticism. During a national seminar in Regional Institute of English, Bangalore in February 2011, a visiting professor from Europe to Kuvempu University, Shimoga, sarcastically observed that English professors in India tried to teach what they don't understand: literary theories. Why do they still ape the curriculum from the Centre? It's because they are conditioned by colonial hangover that is deeply embedded in them. Frantz Fanon (1952/2008: 13) attributes such dependence tendency to "inherent new brain inferiority" among the colonized educated people who are however constantly trying to overcome it. It is evident in "the wearing of European clothes, using European furniture and European forms of social intercourse, adorning the native language with European expressions, using bombastic phrases in speaking or writing a European language." (9) It is believed that all these contribute to a feeling of equality with the erstwhile colonial master.

Within academia, literary colonialism silently perpetrates linguistic, educational, cultural, and social imperialism. Students of English literature in the Periphery are internalizing Centre values and ways of thought through its literature. Direct method in English language classes and an exclusive study of English literature lead to cultural alienation of learners who lose their roots in their own soil. Consequently, it leads to acculturation rather than increased intercultural communicative competence. English as a global language needs to be taught as an instrument of analytical thought rather than a national language of Britain through English/American literature. Ngugi (1981: 36) warns that "the teaching of … British imperialist literature in our schools, means that our students are daily being confronted with the European reflection of itself, the European image, in history. Our children are made to look, analyze and evaluate the world as made and seen by Europeans."

English teachers promote English literary & linguistic imperialism by various methods. For instance, they adopt the western methods of teaching mostly designed in monolingual European background. They still entertain and sell the notion of Standard English and Received Pronunciation. They borrow wholesale the

curriculum planning, materials production, pedagogical practices, testing methods and techniques, assessment modes irrespective of their suitability in postcolonial contexts. In fact, such uncritical reliance upon the West only reinforces the concept of anglocentricity. When once English language and literature is treated as national language and literature, it automatically devalues other indigenous languages and literatures. Ironically, the same teachers of English literature tend to see universals in English literature, a legacy of literary colonialism. English Studies professionalism excludes broader social issues from its professional purview. Ironically, the staging of Shakespeare/an plays, screening of Hollywood films, videos, and television could create and sustain cultural imperialism.

Literary and linguistic imperialism permeates cultural, social, and educational imperialism. They create ideological and curriculum dependency in higher education. Institutionalization of western academic structures like semesterization, Choice-based credit system, international proficiency tests, such as BEC, TOEFL, IELTS, ESOL exams, highly privileged status being accorded to international journals in English, visits to Western universities for training and research, dependence on the West for its approval of local research projects are symptomatic of educational imperialism. Literary and language research in India has not even evolved its own research methodology and documentation style and its uncritical acceptance of either MLA style sheet or APA style is only indicative of research culture bankruptcy. Social imperialism relates to the "transmission of the norms and behaviour of a model social structure," which are embedded in language and literature.

Summing up

There is an urgent need for basic research about the fundamental questions of teaching and learning English language and literature in India. The curriculum should be re-visited and suitable policy statements need to be evolved. It should promote bilingualism, bicultural communicative competency, and comparative literary studies that include literatures in English and indigenous languages, intellectual pursuits in literary scholarship in the place of aesthetic and ethical consumption, postcolonial reading of colonial British literature, study of both Western and Indian (Dravidian/Sanskrit) poetics, and research and study in all aspects of applied linguistics that could develop the Indian languages and language policies.

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HUMAN RELATIONS IN SELETED SHORT STORIES OF EUDORA WELTY

K.Chandra Sekhar,

Introduction

Eudora Alice Welty an American woman novelist, short story writer, literary critic essayist and photographer, was born on 13th April 1909 in Jackson, Mississippi, South America. Welty had developed a sense of love for books and learning from her childhood with great influence of her parents. She was also influenced by the small town and rural communities across her native town. Intricacies of human relationships are Welty's main subject, particularly as revealed through her characters' interactions in intimate social encounters. Many of her stories are based on bits of dialogue overheard in her everyday life. Faulkner and Welty works focus more on human relations. Eudora Welty was a brilliant and gifted storyteller and a product of the South's rich oral tradition.

A Review on Important Works of Welty

One Writer's Beginnings was hugely popular and became the first best seller in the history of Harvard University Press. Welty was inspired by her firsthand exposure to everyday life in the Depression-era south. In June 1936 her story "Death of a Traveling Salesman" was accepted for publication in the Detroit journal *Manuscript.* John Rood.

'*A Curtain of Green*' characterizes the art of faminocentric. The fruitful response to Welty's appearance as a short story writer came from John Woodburn of Doubleday, Doran, who oversaw the publication of her first book a short story collection entitled *A Curtain of Green* (1941) (Elizabeth Evans, 1981 p11).

The stories in the book demonstrated Welty's talent for earnest expressions of emotion, subtle recreations of regional speech and thought patterns, tragic portraits of ruined lives, and comic descriptions of strange behavior. *A Curtain of Green* established Welty's engaging style and the distinguishing marks of her fiction. With the success enjoyed by *A Curtain of Green*, Welty began a decade-long period of extraordinary productivity that established her as a major figure in American literature.

The Golden Apples, an experimental work that is regarded by many as Welty's most profound achievement. The book is a closely related group of stories that function almost, but not quite, as a novel and depicts several families in the small town of Morgana, Mississippi, between the turn of the century and the 1940s. *The Golden Apples* drew praise from critics and is today recognized by literary scholars as one of Welty's most important works.

The Optimist's Daughter (1972) *is* a deeply personal work of fiction that deals with the continuity of love in the face of loss. It was first published in the *New Yorker* in 1969; Welty revised and expanded the story for publication as a book in 1972. The critical acclaim for *The Optimist's Daughter* was confirmed when it won the Pulitzer Prize for literature in 1973.

A Worn Path

"*A Worn Path*" first published in *The Atlantic Monthly* in February 1940, and later in *A Curtain of Green* in 1941. It is considered one of the Welty's most distinguished and frequently studied works of short fiction. The story, which is deceptively simple in tone and scope, is structured upon a journey motif that incorporates a rich texture of symbolic meaning. '*A Worn Path,* won an O. Henry Prize.

The story begins with an old black woman Phoenix Jackson. It is a story of endurance and hope since she had to face many obstacles, yet she continues. The story describes Phoenix going to town "along a path through the pinewoods" on a bright frozen day early in the morning to get medicine for her

grandson. She was very old and small and walked slowly in the dark pine shadows carrying a thin, small cane with which she kept tapping the frozen earth in front of her. (Welty, 2002 p142)

The story concludes with Phoenix's deeply poignant description of her grandson, whose throat was injured several years ago when he swallowed lye two or three years ago. She tells the nurse that "he not dead he just the same. Every little while his throat begins to close up again and he not able to swallow. He not gets his breath. He was not able to help himself. So the time comes around and I go on another trip for the soothing medicine." (Welty, 2002 p148) Phoenix states that she and her grandson are "the only two left in the world "and the boy sits up in the house all wrapped up waiting by himself.

It is deeply touching that with the little money available to her, she decides to buy her grandchild a little windmill for a Christmas present, which speaks volumes of her great love and concern for her grandson.

In "A Worn Path" The old grand mother Phoenix Jackson appears to be a character who is the personification of endurance; perseverance, stamina, and life itself in the face of hardship and death. The story emphasizes the importance of relationships and sacrifice for love of family. Welty's poetic and descriptive style of writing and use of language makes the story realistic and deeply touching.

A Curtain of Green

Eudora Welty's short story, *"A Curtain of Green*," is about Mrs. Larkin, a young widow who has not come to terms with the sudden and tragic death of her husband. She found refuge from the world outside by spending her entire time in her garden. Only Jamey, a young black boy used to be allowed to enter to help her in the garden.

Mrs. Larkin's love for her husband is perhaps the reason for the trauma she has been through. Since she was a witness to the freak accident, which took the life of her husband, she was deeply scarred emotionally. She did not interact with her neighbors, which might have mitigated her suffering. Due to her avoidance of social contact there is hardly anyone who visits her. Jamey is the only one who comes to the Larkin house to help her and work in the garden. On one occasion while Mrs. Larkin is lost in thought, she almost harms Jamey, since she seems to be in a trance, lost in the images of the accident, which changed her life so drastically.

Mrs. Larkin's suffering seems to speak of the close and loving relationship she had shared with her husband. It is this loss, which has lead to her present condition of isolation. In the story, Mrs. Larkin has a relationship with Jamey, a young black boy whom she "would tolerate only now and then". Certainly Jamey is the last person who would be expected to share Mrs. Larkin's world.

Barbara Harrell Carson says "the mystery of a natural world that could so senselessly take her husband's life has driven Mrs. Larkin to look for meaning where none seems to exist". Certainly Mrs. Larkin isn't the only soul who has been prompted to look for meaning in her life after a close encounter with death. (Carson 1992)

At the end of the story, just as at the end of someone's life, "Mrs. Larkin sank in one motion down into the flowers and lay there fainting and streaked with rain" (Welty 1998 p623). Mrs. Larkin becomes part of the earth just as people turn to dust when they die. The story of Mrs. Larkin's search can be read as anyone's search for meaning.

Conclusion

Welty has even been considered second only to her fellow Mississippian, William Faulkner, as a writer of fiction. Katherine Anne Porter, Robert Penn Warren and William Faulkner have all expressed admiration for her works.

Welty's writings are excellent and her stories are surprisingly different from each other. Her command over a wide variety of tones, styles, and narrative techniques and inventiveness is outstanding. Iintricacies of human relationships are Welty's main subject, particularly as revealed through her characters' interactions in intimate social encounters.

Welty In her preface to "The Collected Short Stories of Eudora Welty" states that she has been told, both in approval and in accusation, that she seems to love all her characters. She clarifies that what she does in writing of any character was to try to enter into the mind, heart, and skin of a human being who was not she. Whether this happens to be a man or a woman, old or young, with skin black or white the primary challenge lies in making the jump itself. It was the act of a writer's imagination that she sets most high (Welty 2002 p xxviii). This is amply evident from the loving care and details which have been bestowed on the creation of characters in *A Worn Path* and *A Curtain of Green* such as Phoenix Jackson, her grandson, Mrs. Larkin and Jamey.

As readers, one might add that Welty's stories give us profound understanding of human nature, her ability to be a keen observer who explores the sheltered life lived privately, but not without daring, taking risks, and achieving splendid accomplishments.

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'New Black Women' in Zora Neale Hurston's <u>Their Eyes Were Watching God</u> and Alice Walker's <u>The Color Purple</u>

Dr. M. Pankaja

All my life I had to fight. I had to fight my daddy.
I had to fight my brother. I had to fight my cousins, and my uncles.
A girl child ain't safe in a family of men.
But I never thought I'd have to fight in my own house. (Walker, Alice, 1981:42)

Through these lines of Alice Walker, an African-American woman writer one can better understand the plight of women, particularly black women in a phallocentric society. The present paper seeks to study Zora Neale Hurston's <u>Their Eyes Were Watching God</u> and Alice Walker's <u>The Color Purple</u> from the feminist perspective. In order to analyze their works, one needs to recapitulate some of the important tenets of Black Feminism.

For centuries, Black women have been called the "mule of the world" and "slave of a slave" and had the status of the wretched on the earth. Uprooted from her native African culture and placed in a dominant white euro-Christian culture, she was very often intimidated by racists. A glance through the history of African ancestors reveal that there was no rigid compartmentalization based on sexual taboos like she often accompanied men on hunts and on to the battlefield during pre-slavery days. A black woman in Africa enjoyed many privileges and equality with men prior to the chains of slavery. The Black woman's condition in exile was worsened. Her virtues were violated. Her silence was the silence of the oppressed. Initially, the main concern of the Black Women's Organizations was to abolish all kinds of economic and political disparities against them.   Now, they are mainly concerned with the issues of black women who are oppressed by both sexism and racism.

Black women writers thus articulated their anger, jealously, rage and disappointment through books, articles and anthologies in their own way. Francis Harper was the first black woman novelist who wrote <u>Iola LeRoy</u> in 1895. From then onwards number of Black women writers like Zora Neale Hurston, Maya Angelou, Toni Morrison, Alice Walker and Gloria Naylor emerged who articulated inner and other realities of women's existence in their works. Thus the lack of individual identity and years of oppression made the women writers to raise their voice.

I want to speak in my voice
I want to speak in my real voice
(Muriel Rukeyser, B)

The common themes in their works concern the character's attempt to define a meaningful identity, independent of conventional expectations and prejudices, to sustain one's self-dignity in a world of growing alienation, absurdity and moral decay; and nurture individual self-esteem in a hostile social climate.

Seeking liberation from the male dominance is one of the vital issues of feminist writing. In fact, there exists an unconscious common bond between women writers of the world- white, black or colored. In the fictional works of black women writers of America one can come across the spirit. Moreover, the women writers who prepared to express such consciousness are labeled as black feminist writers.

In dismantling phallocentric structures of power and inscribing "feminine" patterns of development in their male characters, both Zora Neale Hurston and Alice Walker provide frameworks for a vision of social change that depends upon a care perspective and a privilege of co-feeling.

Among the African American women writers Zora Neale Hurston (1891-1960), a folklorist, anthropologist, novelist and a short story writer is a major luminary of the Harlem Renaissance.   Zora Neale Hurston clearly identifies herself with the oppression of women to which she herself and all her fellow sisters are heirs. Hurston's dominant theme of sexual oppression has awarded her the title of feminist by many, and "pre-feminist" by still others. In fact, the discovery of Zora by Alice Walker in the sixties, has established her as the pioneer of the Black feminist revolt. As James Joyce says: "Hurston is a complex novelist who "nicely fits into too many historical categories", she is obviously an embodiment of contradictions in her life and in her writings." (Joyce J.A., 1982:62)

Miss Hurston's <u>Their Eyes Were Watching God</u> (1937), a classic in Black literature is the story of a brown girl, Janie's quest for full-life in West Florida. Henry Louis Gates Jr. describes the novel as the story of "the quest of a silent black woman….. to find a voice." (Gates Jr. Henry Louis, 169)

The quest begins when Janie is sixteen, and the three men whom she successively marries have marked the three stages of her search. In her last marriage she finds what she has sought. When her last husband Tea Cake dies after their brief but vivid happiness together, she is content to sit down alone, a woman of forty.   The story of Janie Crawford's journey to autonomy and spiritual liberation is told to her friend Phoeby in the form of reminiscence, when Janie returns to her home after a year and a half and the recent death of her third husband, Tea Cake. She thought a while and decided that her conscious life had commenced at Nanny's gate.

When Janie is sixteen, her grandmother Nanny finds her kissing Johny Taylor. She feels that as the black woman is the economically a mule, she is sexually a "spit cup" for both white and black males. Nanny's aspirations derive from a distrust of life, a distrust of men both white and black, and a negative attitude towards Blackness and femininity. Being a veteran of male exploitation, having been born a child to her white mother and later having seen her daughter's life destroyed by the rape that produced Janie, Nanny sees Janie's first kiss as defilement and prophecy of disaster.

Soon after this Nanny arranges Janie's marriage to Logan Killicks, a man with sixty acres of land. By doing this she has desecrated Janie's vision from the pear tree of idyllic union. Bethel explains Nanny's behaviour as a protective measure: "She is attempting to adjust Janie to the prevailing sexual and racial milieu, and her protectiveness emerge as violence detected against Janie. Nanny attempts to explain Janie the historical and social forces that make innocent actions so serious….." (Bethel, Lorraine. 176-178)

But as her grandmother's gift of life is different from her own, Janie continues to pursue dreams and visions which are beyond those projected by Nanny, who is damaged by slavery. Janie creates her own future, the way to her individual happiness. The process of Janie's freedom from oppressive roles entails several steps and engenders predictable male opposition: Logan Killicks expresses his complaint about Janie's independence in racial terms: "Yout think youse white folks by de way you act." (Hurston, Zora Neale, 19)

When Janie understands that Killicks doesn't have anything to offer her except drudgery. She escapes when Joe Starks, an up-and-coming fellow across her. Joe Starks, Janie's second husband brings her closer to racial/cultural autonomy by escaping the control of white hegemony. His desire to be a "big voice" in a place beyond the authority of white men suggests change, chance, and the far horizon to Janie.

Joe who is so desirous of power and property step by step becomes a landlord, a store keeper, a postmaster and finally runs for Mayorship to consolidate his power. Soon after the election, he assigns the role of "Mrs. Mayor Starks" to Janie and insists her to hold herself from townspeople. Moreover, he grabs every opportunity of her to speak and restricts her to kitchen. When she comes to realize that Starks does not completely embody her vision of pear tree, she divorces him emotionally. She feels that she has not claimed her autonomy yet she is not capable of imagining herself except in relationship to a man.

Janie remains passive to Joe's tyranny until he pushes her to the point where she has to speak to protect her self-respect. But the protective attitude of Janie is not digestible to Joe and he suspects her. He even consults a hoodoo doctor to counteract the curse he believes that Janie has put on him. In fact, no curse exists but he suffers from kidney disease. As an essential step towards her self-reclamation, Janie confronts her husband with more powerful truths.

Finally, Janie comes across Tea Cake Woods, with whom she develops a relationship which is totally different from her relationship with earlier husbands Killicks and Joe Starks. With him she experiences joy and bereavement. But the marriage of Janie and Tea Cake comes to a close in the form of fierce hurricane. Tea Cake is bitten by a rabid dog when he is trying to save Janie. As a result he becomes very angry and tries to kill Janie. But Janie to protect herself kills Tea Cake, as an act of self-defense.

Janie's marriage to Tea Cake is paradoxically interpreted by various critics either as a continuation of male domination that has overcome through Janie's killing of Tea Cake or as a marriage of true and equal minds in which Janie arrives at self-expression and self-esteem. Those who explain Janie's involuntary shooting of the rabid Tea Cake as a blow for personal freedom say that his death is the result of his physical abuse of Janie. Alice Walker in In Search of Our Mothers' Gardens (1983) contends that the beating "is the reason Hurston permits Janie to kill Tea Cake" and that Janie is aware that "she has been publicly humiliated." (Walker, Alice. 1979:74)

Thus Their Eyes Were Watching God is seen as a vehicle of feminist protest through its condemnation of the restrictiveness of bourgeois marriage and through its exploitation of intraracial sexism and male violence. It is seen as a quest through which the heroine, Janie Killicks Starks Woods, achieves a sense of identity as a self-fulfilled woman. Above all, through her own self-realization, she becomes a leader of women and of her community. In the novel Hurston views the women as modern women, patterned upon paradigms of the past, those of the courage and strength of Harriet Tubman and Sojourner Truth. Her women have laid foundation for a new order.

Among the writers greatly influenced by Zora is Alice Malsenior Walker (1944), a poet, essayist and novelist. As an effective and poignant spokesman of the black women, Alice Walker continues to find roads to wholeness and to describe those roads in her writing. She is also committed to find out the problems of the black community and fight against them to save from destruction.

In case of Alice Walker, her own understanding of herself as a woman and as an artist comes from her awareness that she is linked across continents and through generations with women who have exercised their creativity despite the racism and sexism that denies its expression. Basically, Alice likes to be called a womanist rather than a feminist.

Alice Walker in ISMG: Womanist Prose (1983) uses the term "womanism to refer to African American feminism or the feminism of women of color. 'Womanism' is folk term peculiar to the African American tradition. Thus from an ethical and spiritual perspective, according to Gretchen E. Ziegenhals womanist is one who "is committed to mutuality, sensuality, creativity and freedom, who speaks out,

speaks up, speaks against or in defense of something important – a woman who loves herself, her culture and who is committed to survival.

In this regard Alice Walker in letter, which was published in **New York Times Magazine,** explains her stance thus:

Feminism [all colors] definitely teaches women they are capable, one reason for its universal appeal. In addition to this, Womanist (i.e. Black Feminist) tradition assumes, because of our experiences during slavery, that Black women are capable…..

 [Walker, Alice. **Letter**, 1984:27]

Thus the two terms, black feminism and womanism are interchangeable because both are concerned with the struggle against racism and sexism by black women who are themselves part of the black community's efforts to achieve equality and liberty.

In her early novels, Walker depicts the racist and sexist oppression of black women, but in her Pulitzer Prize winning novel The Color Purple, she depicts mainly the sexist oppression of black women. It is a novel of black feminist awakening and also a model for the reconstruction of a black feminist literary theory. In this novel, Alice Walker views oppression as an essentially masculine activity which springs from the male's aggressive need to dominate. Moreover, the novel projects man as the *primum mobile,* the one by whom and through whom evil enters the world.

The novel further highlights how the black men consider it to be their birthright to have full control over the body and the mind of the women. Celie's story unfolds through her letters to God, then to her sister Nettie, and then to God and the entire universe. Everything is seen through the eyes of Celie, a dumb, speechless, half-literate and mule-like girl. The novel opens with a threat imposed by Celie's stepfather, 'Pa', to suppress her voice and to submit passively to his amorous advances, forlorn and helpless. Celie finds herself in an unenviable position of having to surrender meekly to her step father. She asks God, "May be you can give me a sign letting me known what is happening to me."(Walker, Alice. The Color Purple, 1981:1)

The first letter she writes to God depicts her miserable plight and how she becomes the victim of her stepfather's sexual advances and atrocities. She asks God, "may be you can give me a sign letting me know what is happening to me" (Walker, Alice. 1981:1) but instead of a sign, she receives more abuse from her stepfather, and later, slavish conditions and brutal treatment from her husband. Celie's mother is not able to satisfy Alfonso's sexual appetite. The lynching of her first husband and sons by the white racist has rendered her mentally distraught and physically weak. Alfonso has married her only to satisfy his lust but he finds her to be of no use to him. Whenever, he insists her for sex, she says, "…. Naw, I ain't gonna. Can't you see I'm already half-dead, an' all of these children." (Walker, Alice. 1981:87)

Celie also suffers all the humiliations inflicted on her and is impregnated twice by her 'Pa'. After having been thoroughly used as a sexual object by her father, she is given in marriage to another black man, Albert. Albert is in love with Shug Avery, a blues singer who is almost a tramp. Celie is handed over to Albert like a cow. Even Albert's sexual relationship with Celie reinforces all the negative features of patriarchal exploitation and oppression. He never offers her love but uses her to satisfy his wants and needs. When Celie prepares to emancipate herself from a slavish marriage, she receives more verbal abuse from her husband. He gives an estimation of her: "you black, you pore, you ugly, you a woman. Goddam, you nothing at all." (Walker, Alice. 1981:213) However, Celie accepts the hand of Albert, thinking she would get an opportunity to save Nettie, her younger sister, from the

advances of her father. Celie, prior to her so-called marriage, is deprived of her children and Nettie. Though Albert beats her for nothing, Celie submits to his beating.

Celie never defends herself against the attacks of her husband, expect in the end when she gains independence and plans to leave him to move to her ancestral house. She submits to his sexual advances though she has no feeling for him. It is also true that she has a deep-rooted fear of Albert. He symbolizes to her the power of the phallus of which she is perennially afraid. The fear that she would lose her husband and become homeless and shelter less is also in her maid. She accepts her "otherness" in her own house. Celie believes in the submissiveness of black women to black men and also advises Harpo in the beginning to bear his wife, Sofia, to tame her down. On Celie's advice, Harpo beats Sofia, but Sofia is a self-respecting black woman, a born fighter, fights back.

With this situation, Celie understands the real nature and relevance of the man-woman relationship and the meaning of sexual equality.   She eventually enters into a true sisterhood with Sofia, who loves her husband, Harpo, but does not allow him to perpetuate unjust excesses.

It is at this stage in Celie's predicament, Alice Walke, the womanist author, uses Shug Avery to divert Celie from her pre-occupied notions and leads Celie towards black womanhood.

Celie's initiation into black womanhood comes at a later stage in her relationship with Shug Avery. In fact with Shug's association Celie discovers her body, accepts it with pride, begins to think differently, commences loving herself, and then embarks on finding "an identity through a network of female relationships with Shug, Nettie and Sofia." (Ross,71) In the company of Shug Avery Celie not only learns to love her black sisters and also herself. Shug gives back her real black womanhood, physical beauty, womanly ego and creativity. The discovery of herself provides Celie with self-confidence, identity and voice. She resurrects from a silent, abused and passive life into an active and industrious life. One can experience the independent voice of Celie in the lines: "I'am pore, I'm black, I may be ugly and can't cook. But I'm here." (Walker, Alice. 1981:214) Prior to this, Celie was never recognized as an independent being. She was always neglected, rejected, scorned and humiliated. But after Shug's companionship, Celie moves from chattel hood to the state of a real human being, from total lack of identity to the state of recognized individual.

The relationship between Celie and others at the end of the novel close on a new note. Celie gets not only her maternal property but also her sister Nettie, son Adam, daughter Olivia, daughter-in-law Tashi as well as her own real black woman self. She also learns that her father who sexually abused her was not her real father, which absolves her from the sin of incest. In the beginning, she was totally dependent on others: by the end, she gains complete independence. She succeeds in liberating herself from all the shackles created by white men, black men and white women. She becomes an enterprising black woman and abandons her submissiveness, passivity and dumbness. Thus from a distorted, fragmented and dismantled self she wields a real black womanhood. She liberates herself from patriarchal dictatorship and discovers herself. She, in the end, is able to celebrate her own genuine and real black woman self. (William, Sherley Anne. 303-308)

Thus initiated by the literary foremother with her character Janie of Their Eyes Were Watching God, the black women writers in particular Alice Walker has projected their feminist perspectives on Black women, their identity, and their plights and predicaments. It is with such a background study of feminism of Zora Neale Hurston and Alice Walker one can better appreciate and evaluate and interpret their art products, as they do not view the present Renaissance as an isolated phenomenon. In fact, they see it as a part of a long and continuous literary tradition that has evolved after slavery. Thus the voice of the two writers is expressive of a new innovative force which is genuine and very strong and can be heard forever through their protagonists Janie and Celie.

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An Analysis of Psychosis in the Characters of Pinter's <u>The Caretaker</u>

C. Vairavan

1. Introduction

Pinter uses some basic elements in his Absurd theatre: an enclosed space and unpredictable dialogue where the characters are simple and innocent; Pinter, *The Caretaker* uses certain ambient of mysterious and absurd dialogues without any sense of repetition. His plays always occur in one space like the flat on *The caretaker*. The characters could represent for Pinter something abstract and sometimes without certain behavior. In *The Caretaker,* the characters live materialistically, and they don't worry about the problems of the exterior, they don't perceive them, and they live in the moment of the social gathering only. The siblings of the characters are made to stay in their house; their room is full of dust and unwanted material dumped in every corner. These unwanted materials should be cleaned that's why Aston is searching a good person to clean his room. He brought eighty years old person to clean the room. Every critic consider that Pinter introduces characters without concrete expectations, they stay in the story till the story ends. For example, this occurs on *The Caretaker*, in which the siblings are searching for a good person to clean their room. Where, Mick stays alone, he heard a mild sound; he thinks that somebody wants to visit his house. The sound increases; he heard the sound of knocking door. He opened the door. Aston and Davies enter the room. Mick is very happy. This play is described the absurd theatre of Harold Pinter because of the pauses in the dialogue and the simplicity of the way the protagonists spend the time speaking together and waiting for something a bit eccentric.

2. Psychosis: the essence of the play

Psychosis refers to an abnormal condition of the mind, and is a generic psychiatric term for a mental state often described as involving a "loss of contact with reality". People suffering from psychosis are described as *psychotic.* These people don't recognize this as a disorder, but a natural happening because of situation and understanding. In the play *The Caretaker*, the characters exhibit a series of actions and dialogues which can be classified as psychosis. The characterization plays a vital role in the play bringing out the concept of psychosis. Pinter is very careful in fixing the traits of his characters so that the concepts of the absurdism are brought out. Seeing the characters, Aston, a mentally challenged man, symbolizes a state of mind due to a hard and unpleasant past. Davis, a tramp, is not fixed to the society and has a purpose for life. He travels purposelessly. He symbolizes impermanence of life and its happening. Another important character is Mick, Aston's brother, who symbolized responsibility.

All the three characters make the plot of the play and each scene is symbol of life in the darkness, which people could not recognize or see through their physical eyes. The psychotic nature of the characters is brought out through the dialogue.

"What am I going to do?" cries the scruffy old fellow in a stricken voice, his imploring eyes fixed on the back of the younger man before him. "What shall I do? Where am I going to go?" These lines from Aston and Davis seems to be mere questions, but they forcefully bring the hidden agenda of suffering and fear; suffering of the past and the fear of isolation. The shoes the Aston offered Davis plays a major symbol in the play. The sandals of Davis are grotty, and on seeing them, Aston offered him a fine pair of shoes. The sandals which are grotty fits his smoothly whereas, the fine shoes did not fit him. Here, Pinter symbolizes the reality of life.

Pinter's characterization of Aston and Mick marks the state of excellence. Both are in both extremes. Davis is comforted by Aston whereas, insulted by Mick. Davies's comfort is also continually being upended by regular visits of Aston's brother, Mick timing his visits to coincide with his brother's absences, the better to play his jolly games of intimidation in peace. Mick moves with an animal grace, and his taunting of Davies is conducted with an air of cozy intimacy that seduces the old man into

camaraderie. Then Mick drawls out a quiet, brutal insult, leaving Davies more mystified and anxious than ever. These actions confuse the audience and readers, but Pinter brings out the essence of psychosis by this mixed junctures. *The Caretaker* offered the readers a chance to explore how attitudes toward homelessness and psychosis have changed since Pinter wrote the play in 1960. In *The Caretaker*, Davies spends most of the play good-naturedly searching for a comfortable pair of walking shoes, but beneath his cheer are hints of darkness.

Pinter often places his characters in the circumstances of a strange or estranged family member intruding upon a household and disrupting the status quo of interpersonal dynamics. Vicious verbal and psychosis of power struggle emerge from the disruption caused by the intruder. The character, Pinter's bring their popular and critical success, Aston bring Davies, an opportunity vagrant, to the home of his brother Mick, urging Mick to hire Davies, and the two men engage in a mutually antagonistic verbal and psychological sparing match. Davies always placed with Mick. Davies has raised many questions to Davies but he does not given correct response to him.

3. Overturned use of Language

According to Billington (1996), Harold Pinter's characters are actively one of the most mysterious elements. Indeed, Drama means action which is derived from Greek "to do", "to act". The enactment of drama in theatre performed by characters on a stage before an audience, this involves different modes of production and a collective form of reception. The basic form of dramatic texts, like other form of literature, is directly influenced by this collaborative production and collective reception.

According to Aristotle (1980), tragedy is 'an imitation of action'. Here, Pinter left it to posterity to work out exactly what Aristotle meant. Every character is enacting their work or context in front of the audience. The audience expresses their suggestions or their opinion of the whole curve of its action should be parallel to some fundamental rhythm or movement of nature. The action of a good play has often been compared to another play and to make a wave towards the sea shore: small shot at first, swelling higher and higher, with a steady rising and falling movement, at its highest peak breaking and crashing on the shore, then the sudden final falling away. In Pinter's *The Birthday Party* (1968), Goldberg, McCan, Stanley and the old lady started to act joylessly, the young man was beating his drum very seriously, and he finally knew that, the people are going to be fighting with him. This is what he knows; he stopped his drum beat, when the lights go off. In the dark situation, the two gentlemen were fighting with the young man and finally, an elderly lady enters the room. They stop fighting. Every human being is normally breathing; the cycle of the seasons; of a human life; from the single day the act of coitus; they are all valid comparisons. In another form of art, the process can be realized in the great symphony.

4. Silence and Pause

According to Sir Peter Hall, a pause in Pinter is as important as a line. They are all there for a reason. Three dots is a hesitation, a pause is a fairly mundane crisis and a silence is some sort of crisis. Beckett started it and Harold took it over to express that which is inexpressible in a very original and particular way, and made them something which is his…" There are more than 149 pauses in the play *The Caretaker*. In spite of employing pauses to this level, Pinter is infamous in terms of using pauses. Pinter is infamous for using pauses in his writing for dramatic effect (Arden, J, 1960).

Critics have applauded Pinter's masterful use of pauses, silence, and non sequiturs for their expression of modern alienation and lack of genuine connection between human beings. Evelyn Schreiber argued that Pinter's dialogue reveals the unconscious thought-processes of his characters. Schreiber commented, by stripping his characters and drama to bare essentials, Pinter reaches unconscious levels, capturing an essence of human thought and, consequently, a basis of human interaction that often goes unrecognized. Neal R. Norrick and William Baker (1995) observed that much of the humor in Pinter's plays derives from his representation of the communication breakdowns that occur in everyday conversation. Norrick and Baker argued that, in his early plays, "Many of the

strategies Pinter used most effectively to create humor revolve around the contradictions, non sequiturs, and misunderstandings typical of everyday talk."

5. Conclusion

Pinter's *The Caretaker* continues to inspire numerous revivals as well as much critical attention. While the play is not without its detractors, most critics of modern drama consider The Caretaker a contemporary classic. At the end of the play, Pinter, through his characters, brings out the psychological affectations in Davies. The transition of his innocence into hypocrisy brings out one of the major themes of the play. Davies exploits Aston's moment of honesty. He tries to friend himself with Mick and against Aston. Aston, he finally shows the act of kindness, he searching shoes for Davies, but the tramp scorns Aston's efforts to help. But Davies has insulted him. Aston informs to Davies again he could get hospitalized and receive electroshock treatments again. Here Pinter shows the magnanimity and maturity of Aston. Aston analyzes Davies' psychic and tells Davies that he has to leave. These psychic elements in *The Caretaker* play a very important role in bringing the theme and also making it an abstract idea bag.

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A Comparative Study of the Effectiveness of Small Group Interaction in Teaching Reading with Reference to Engineering Students

Arthy .V
Dr. P Nagaraj

Importance Of Reading In Technical Education

Reading is the basic foundation on which academic skills of an individual are built. The reading education in Technical English has become one of the most important issues in all of educational policy and practice. Reading technical materials involves a complex process of obtaining discipline-specific information and retaining the same for future use and reference. It needs better concentration and motivation, critical analysis and evaluative understanding. In academic contexts, a student has to read and interpret textbooks, research papers and articles in technical journals, teaching notes, notices, internet resources, technical reports, directories, encyclopedias, laboratory instruction sheets, safety manuals and regulations and reference materials. Unless the student reads with a purpose and comprehends the text clearly he or she may not be efficient in his or her academic activities as well as in his or her chosen profession. Hence, it is imperative to identify dynamic and productive grasping techniques to improve reading.

Research on cooperative learning is one of the greatest success stories in the history of educational research. While there was some research on this topic from the early days of this century, the amount and quality of that research greatly accelerated in the early 1970s and continues unabated today, a quarter-century later. Hundreds of studies have compared cooperative learning to various control methods on a broad range of measures, but by far the most frequent objective of this research is to determine the effects of cooperative learning on student achievement. Studies of the achievement effects of cooperative learning have taken place in every major subject, at all grade levels, and in all types of schools in many countries. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's to learning. There is considerable research demonstrating that cooperative learning produces higher achievement, more positive relationships among students, and healthier psychological adjustment than competitive or individual experiences. Through cooperative learning, students are also able to look at the reading text and make future predictions about what comes next. Cooperative learning has been demonstrated to be an effective method for improving comprehension.

The investigator has tried to compare the relative effectiveness of two such cooperative learning methods, viz., Reciprocal Teaching Method and Jigsaw Teaching Method in the present study

Need for the present study:

All Engineering graduates require reading a lot of Technical texts both in academic and professional career. So it becomes pertinent to focus on enhancing the communication skills of the engineering students with a special emphasis on reading skills. Despite the establishment of computerized multi-media enabled digital English language laboratories in many Engineering colleges, the focus is more on imparting speaking and listening skills. Moreover, there is a general perception, that if a student is able to speak in passable English, he/she is considered to be linguistically competent. The need of the hour is a shift in teaching reading skills to students in Engineering Colleges. In the present scenario, cooperative learning techniques have proven to be effective when implemented properly. The present study is unique and different from the previous similar studies, as it attempts to study the relative

effectiveness of the Reciprocal method and the Jigsaw method, as reading improvement techniques with specific reference to the Engineering College students.

Scope of the study:

The present experiment on the relative effectiveness Reciprocal Method and Jigsaw Method was begun with the following scope in mind: to ensure that the Engineering college students, poor in reading skills receive instruction in monitoring and regulating their reading comprehension and to confirm the benefit of small –group dialogues as vehicles of comprehension because these matched the new definition of reading exactly. Two reading strategies were adopted by the investigator for the present study. The investigator formulated a procedure to impart the Reciprocal method and the Jigsaw method. Research studies conducted aboard suggest both the Reciprocal method and the Jigsaw method in helping students in improving their reading ability. And only a few studies have been done in the Indian context in the Reciprocal method and the Jigsaw method. These two methods have been proved individually when compared to conventional method of teaching reading in English. Bothe the reading techniques use multiple strategies to promote reading skills among students. The present study finds out the relative effectiveness of the Jigsaw method and the Reciprocal method as reading improvement strategies, which could help teachers to apply whichever method is more effective and result oriented, for more widespread applications across disciplines, in their classroom.

Significance of the study:

The importance of reading is clearly recognized in schools in western countries as it is treated as a "science" and an independent field of study and research. On the contrary, reading does not occupy a permanent place truly in practical sense, in our college curriculum in India in general and especially in the Engineering college level. It is observed that all aspects of reading are not taught scientifically and systematically in Engineering colleges. Reading skills are continuously neglected in Engineering colleges. The Curriculum of the Engineering colleges focuses on developing productive communication skills of speaking and writing. Very little is done regarding listening and especially reading skills. Students willing to seek higher studies or for professional work, need to refer a lot of books, and other reference materials not only in their academic life but also throughout their career. Hence teaching reading skills in Engineering colleges becomes imperative, assuming greater significance and deserves the best of the attention to teachers, curriculum developers and policy decision makers.

Objectives Of The Study

The main objective of the study is to compare the effectiveness of the Reciprocal Method and the Jigsaw Method of teaching reading in enhancing reading skills of the Engineering students.   The specific objectives of the study based on the above mentioned major objectives are
1. To find out the relative effectiveness of the Reciprocal Method and the Jigsaw Method in enhancing the Engineering students' Reading Comprehension
2. To find out the relative effectiveness of the Reciprocal Method and the Jigsaw Method in enhancing the Engineering students' Reading Speed.
3. To find out the relative effectiveness of the Reciprocal Method and the Jigsaw Method in enhancing the Engineering students' Vocabulary acquisition.
4. To find out the significance of difference, if any, in the students reading comprehension, Reading Speed, and Vocabulary Acquisition on the basis of their demographic variables.

Hypotheses

The specific hypotheses formulated on the basis of the insights gained from the review of related literature are given below:

1. There will not be any significant difference in the relate effectiveness of Reciprocal Method and Jigsaw Method in enhancing student reading skills.
2. There will not be any significant difference between the mean scores of the Reciprocal method group and the Jigsaw method group students in the sub tests on Reading Comprehension, Reading speed, and Vocabulary.
3. There will not be any significant difference between the Reciprocal Method Group and the Jigsaw Method Group students in their reading skills on the basis of their demographic variables.

Delimitations Of The Study

➢ Reading is a complex skill and the present investigation has taken into consideration only certain selected sub skills of the reading skill due to time and financial constraints.
➢ The present investigation has been made with particular reference to a specific Engineering College in Coimbatore District of Tamil Nadu State. This geographical limitation was necessary because of two reasons, the first being the vastness of the geographical area of the State of Tamil Nadu and the second being the time factor.
➢ Though the Engineering course consists of four years, the focus of the present investigation is only on the I Year students due to administrative, financial and time constraints. As the first year of study is the preparatory period for the ensuing three year period of intense technical education in the chosen field, and only the first year students have English as a subject of study, the present investigation has been carried out with particular reference to the I year students of Engineering Colleges.
➢ Though there are many methods in teaching reading skills only two methods (Reciprocal method and Jigsaw method) were taken for the present study due to the fitness of these two methods in teaching Engineering students at the Undergraduate Level.
➢ Only B.Tech Information Technology were selected for the present investigation as the investigator handles English classes for the students and as the experimental study was conducted during their English classes.
➢ Though there are six versions of Jigsaw method, the original Jigsaw method developed by Aronson and Shelley (1997) was chosen for the present study.

Limitation Of The Study

Though every care was taken by the investigator to study the relative effectiveness of Reciprocal Method and the Jigsaw Method as techniques of improving reading in English, it is possible that a few components might have escaped the investigator's consideration in studying the multitude of components in this complex reading phenomenon.

Methodology Of The Study

Pre-test Post-test Equivalent-Groups Design was adopted for the study in which the participants were randomly assigned either the Reciprocal Method group or the Jigsaw Method group.

Two groups of I year B.Tech. Information Technology students were equated on the basis of pre-test scores to form two experimental groups. One group was treated as Reciprocal Method Group (RMG), which was taught reading through reciprocal teaching method. The other group was treated as Jigsaw Method Group (JMG), which was taught reading through jigsaw method of teaching.

Samples For The Study

The experiment was conducted on a cluster sample of 60 students of B.Tech Information Technology. They were divided into two equated groups. Both the groups were treated as Experimental Groups. One group was treated as Reciprocal Teaching Group (RTG), which was taught reading through reciprocal teaching technique. The other group was treated as Jigsaw Method Group (JMG), which was taught reading through Jigsaw teaching technique.

Major Findings Of The Study

From the analysis of the data, it is evident that

- ✓ Though there is a difference between the pre and post test mean Reading Comprehension scores of both the Jigsaw group and the Reciprocal Group students, the significance of difference is more pronounced in the case of the Reciprocal group students.
- ✓ The performance of both the Jigsaw group and the Reciprocal Group students in the post test on Reading Speed is higher than that of the pre test. However, the significance of difference between the mean Reading Speed scores is higher in the case of Reciprocal group students than that of the Jigsaw group students.
- ✓ Both the Jigsaw group and the Reciprocal group students have recorded a significant increase in their Vocabulary Scores between the pre and post tests. However, the significance of difference between the means, is higher in the case of Jigsaw group students.
- ✓ Though the English medium students have recorded higher achievement scores in the post experimental Reading Comprehension, Reading Speed and Vocabulary tests than the Tamil medium students, the differences are not significant. This clearly reveals the equal influence of both the Jigsaw Teaching Techniques and the Reciprocal Teaching Technique on both Tamil medium and English medium students.

Hence, it can be concluded confidently that

- ✓ The Reciprocal Teaching Technique contributed to the improvement of Reading Comprehension of the Engineering level students in English.
- ✓ The Reciprocal Teaching Technique contributed to the improvement of Reading Speed of the Engineering level students in English.
- ✓ The Jigsaw Teaching Technique contributed to the improvement of acquisition of Vocabulary of Engineering level students in English.

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A Cognitive Model For Teaching Reading Comprehension

M. Madhu Sudhan Rao

The nature of reading and comprehension

Reading is the process of recognition, interpretation, and perception of written or printed material. Comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding. The process of reading deals with language form, while comprehension, the end product, deals with language content.

Reading is a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension. Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. It is a more complex psychological process and includes linguistic factors, such as phonological, morphological, syntactic, and semantic elements, in addition to cognitive and emotional factors. The reader receives information from the author via the words, sentences, paragraphs, and so forth, and tries to understand the inner feelings of the writer.

As in grammatical analysis, distinctions between surface structures and deep structures also exist in semantic analysis. At the surface level, meaning can be classified into two broad categories: denotative meaning and connotative meaning. Denotative meaning is the meaning of words given in the dictionary and is "integral to the essential functioning of language in a way that other types of meaning are not" (Leech 1981). Connotative meaning is the communicative value of an expression by virtue of what it refers to, over and above its purely denotative meaning. It reflects the real-world experience one associates with an expression.

In deep structure, meaning can also be divided into two categories: contextual meaning and pragmatic meaning. Unlike the surface meaning of a single word, contextual meaning is realized at the sentence level and is the meaning expressed by a sentence associated with its context. This type of meaning is not decided by the word itself but by the context in which the whole sentence functions. The pragmatic meaning is communicated in the feelings and attitudes of the writer. It is the writer's intended unspoken or unwritten meaning. In the reading process, the understanding of this type of meaning is implicative because this type of meaning lies outside the organization of language. It cannot be deduced from the linguistic system itself; it is realized at the functional level. Contextual meaning as well as pragmatic meaning calls for cognitive ability on the part of the reader. Thus, the distinction between surface structure meaning and deep structure meaning is that the former is the literal meaning while the latter is the inferential meaning.

Unfortunately, learning RC most of the students focus only on the surface structure level of comprehension and ignores comprehension at the deep structure level.

RC not only includes linguistic recognition and cognitive understanding (semantic comprehension at both surface and deep structure levels), but also tends to be affected by the reader's reactions to the content, which affect the reader's evaluation and appreciation, which become a part of the reader's RC. If there is no such evaluation and appreciation, comprehension will be incomplete.

With these preliminary considerations in mind, something new and more effective in teaching RC need to be attempted. The cognitive model presented here, adapted from Wallen's and Barrett's taxonomies

(Wallen 1972, Brunner and Campbell 1978), is so titled because it can be applied to students of different levels and adapted to their various needs.

Reading comprehension task activities
The main aspects of activities associated with the cognitive model of RC strategies are described below.

Literal comprehension training
Training students in literal comprehension consists of using two types of tasks: recognition tasks and recall tasks. Recognition tasks require students to identify the main points in the reading selection or in exercises that use the explicit content of the reading selection. Recall tasks, on the other hand, demand that students produce from memory explicit statements from selections. Such tasks are often in the form of questions that teachers pose to students after reading the text. The difficulty level of these two tasks depends on various conditions, such as the students' linguistic abilities or needs and the number of events or incidents to be recalled. It is also believed that a recall task is more difficult than a recognition task when the two tasks deal with the same content.

Literal comprehension activities include:

a. Recognition or recall of details: identifying or recalling such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in the story.
b. Recognition or recall of the topic sentences/main ideas: locating, identifying, or producing from memory an explicit statement or main idea from a selection
c. Recognition or recall of sequence: recalling the order of incidents or actions explicitly stated in the material
d. Recognition or recall of descriptions: identifying some similarities and differences in the text which are explicitly described by the author
e. Recognition or recall of cause and effect relationships: identifying reasons for certain incidents, events, or characters' actions explicitly stated in the selection

Inferential comprehension training
Students demonstrate their inferential abilities when they use their personal knowledge, intuition, and imagination as a basis for conjectures or hypotheses. Inferential comprehension involves more logical thinking than literal understanding and is elicited by teachers' questions which demand thinking and imagination.

Some examples of inferential tasks are:

a. Inferring supporting details: guessing about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing
b. Inferring the main idea: providing the main idea, theme, or moral which is not explicitly stated in the selection
c. Inferring consequence: predicting what would happen in cause-effect relationships, or hypothesizing about alternative beginnings to a story if the author had not provided one, or predicting the ending of the story before reading it
d. Inferring cause and effect relationships: guessing what caused a certain event and explaining the rationale
e. Inferring character traits: hypothesizing about the nature of characters on the basis of explicit clues presented in the selection
f. Inferring figurative language: inferring literal meaning from the author's figurative use of language

Evaluation

Students demonstrate evaluation when they make judgments about the content of a reading selection by comparing it with information provided by the teacher or authorities on the subject, or with their own experience, knowledge, or values related to the subject. Evaluation requires students to make judgments about the content of their readings based on accuracy, acceptability, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, and probability of occurrence. The following are types of evaluation tasks:

a. Objective evaluation: judging the soundness of statements or events in the reading material based on external criteria, such as supporting evidence, reasons, and logic
b. Subjective evaluation: making judgments about the statements or events presented based on internal criteria, such as one's biases, beliefs, or preferences
c. Judgments of adequacy or validity: judging whether the author's treatment of a subject is accurate and complete when compared to other sources on that subject
d. Judgments about appropriateness: determining whether certain selections or parts of selections are relevant and contribute to resolving an issue or a problem
e. Judgment of worth, desirability, or acceptability: judging the suitability of a character's actions in a particular incident based on the reader's personal values

Appreciation

Appreciation deals with the psychological and aesthetic impact of the selection on the reader. It includes both knowledge of and emotional responses to literary techniques, forms, styles, and structures. Activities include the following:

- Personal impression: reacting to the context,   events, and characters
- Recognition of rhetorical devices: identifying the rhetorical devices in the material and explaining their functions
- Reactions to the style: describing and reacting to the writer's use of language and stylistic devices
- Evaluation of imagery: identifying and assessing the effectiveness of the writer's sensory images

Advantages and practical value of the model

This model is designed for language teachers who train learners in RC. It has both theoretical and practical values.

The advantages and special features of this model are summarized below:

1. The model is applicable at various skill levels and meets different needs. For example, it can be used in teaching literal meaning and concrete facts or deep structure meaning and literature appreciation.
2. It can be used to help students comprehend the text from different perspectives and to understand the implications of the content.
3. It enables students to analyze and summarize the text as well as to distinguish arguments from supporting details.

4. It enhances students' memorization and speed-reading.

5. Because students use different modes of thinking, it develops their critical thinking   and inference skills.

6. Finally, it improves students' organizational skills and self expression.

Summary
These are the basic ideas of the cognitive theory and one of the ways teaching reading comprehension is taught. Although some of the strategies or skills seem to be rather simple, they are necessary for beginners. Some of the strategies or skills seem to overlap, yet they are used for different purposes in comprehension. Finally, the model places a high demand on teachers, because good RC questions always require careful thought and preparation.

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Strategies and Problems of the New Entrants and the Senior Professors regarding Teaching Methodology

R. Karthikeyan

Process of Teaching Learning

The process of teaching – learning is as old as human beings and even by animals to teach their young ones for successful environment. Teaching as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the class room.

Telling is only one side activity, just like the teacher always "tells" or "passes on" the information to the students in the classroom. Where as teaching is interactive between the teacher and students, where there is some scope for their discussion and understandings.

In few decades before one teacher used to teach many subjects to few students, where as now majority of the teachers are specializing in a subject but they are teaching to hundreds and thousands of students in their life span, thereby the condition of the concept of teaching also has changed.

There is no country where the love learning had so early an origin or has exercised so lasting and powerful an influence. In ancient India religion was the main mechanism of one's activities. It was of all fascinating interest and embarked not only the prayer and worship but everything. Religion stimulated educational ideas too. The educational system aimed at the building up of character, the development of personality and the preservation of the ancient culture of the motherland. The aim of education is to develop various aspects of life and also to ensure social service.

India attained independence sixty five years ago and the entire system is being changed. The educational structure, the medium of instruction, administrative machinery, university and secondary education, the type of education claim of rural against urban education, women's education, professional and vocational education.

The government of India plays a very vital role in educational department. The main functions of the department of the education are: to evolve educational policy in all aspects and to coordinate and determine the standards of higher education and technical education.

The importance of teaching English in India as a modern foreign language lies in the following things.

English claims to be the first rate international language. It can even be called a universal language. Hence its knowledge promotes international understanding. English is a direct medium of acquiring knowledge of modern arts science and humanities technology etc., It is equally important for statesmen and politicians scientists and doctors engineers and educationists businessmen and research workers. They enrich their knowledge and experience by reading books and journals.

In India English is taught both as a second language and foreign language. The term second language is used because it has become a lingua franca between speakers of different languages of the world. The English teacher should teach English language in such a way that the desired goal of learning may be achieved. There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles. In teaching of English as a second language the

teacher can easily do so because language is used in everyday life whether in a class, home play field or market.

The birth and ideal language of English

It is a common belief that the Aryans, who were supposed to be our ancestors. The Aryans were dynamic. They had some organic and out pushing quality. English is a progressive language. It is progressive in the sense that it has its past, present and future. It is not 'made' it is evolved. It is a dynamic language in the sense that nearly more than half of the world learns speaks and understands it. It is a flexible language because its history is a chronic of the tremendous changes in culture and language. It is an effective language because is has absorbed and retained the tendency to absorb the words and expressions of the other languages of the world. The more advanced a language is, the more developed is its power of expressing abstract or general ideas. English is such a language which is universally renowned for its power of expression.

The Nature of English Language

Language is like a mirror which is reflecting the manifold shades of human knowledge and activity. Knowing and fluency of the English language is inevitable among the young learners. English is essential in everyone's career development. All of us live in a world of things and persons. Similarly we have built a world of words and we live in it especially the English words. We learn how to think, to feel, to judge through the aid and with in the constraint imposed upon us by the words and it has been implemented through this language. Teaching of English is the social and professional activity.

Teaching technology

Teaching technology is the application of philosophical sociological and scientific knowledge to teaching for achieving some specific learning objectives. Teaching is a purposeful activity. The ultimate aim of teaching is to bring around development of the child. The knowledge and practice which help in realizing the goal is the content matter of teaching technology. Teaching is an art as well as science because teaching can be studied objectively and scientifically.

Concept of teaching learning process

Teaching as conventionally understood by a traditional English teacher, is the art of disseminating information to the learner in the classroom. If we observe traditional English class room teaching we find that either the teacher is delivering information or one of the students is reading from the text book and other students are silently following him in their own text books. This probably is the concept of English teaching held by traditional teacher.

In the last fifty years a number of researches have been conducted on teaching learning process. New methods and techniques have been developed on the basis of research findings. The traditional methods and techniques have been replaced by new methods and techniques in the last two decades. The art of English teaching is nothing but the process of imparting information of it. The recent researches in the field of English teaching have thrown light on some new concepts of teaching English. The old concept of teaching English as going of information has been completely discarded. According to the modern educationists it is not even half the battle to tell the child things and to fill in information in his mind.

According to the changed concept teaching is to cause the child to learn and acquire the desired knowledge skills and also desirable ways of living in the society. The main aim of teaching is to help the child to respond to his environment in an effective way.

The principles of English teaching.

Teaching is manifested in various acts than the teacher carries out in congruence to certain professional rules and principles.Teaching of English may consist of a description of those acts, teachers demonstrate that reflect their commitments to a particular philosophy to education. Teaching is communication between two or more persons who influence each other by their ideas and learn something in the process of interaction. Teaching is to fill in the mind of the learner by information and knowledge of facts for further use. Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal.

Teaching is to cause motivation to learn. The process of English teaching and learning must be adapted to each other so as to make whatever combination of procedures pay off best. We should conceive teaching learning as a process for effective learning. Thus learning is essential for teaching and the learning structures should be considered for effective English teaching.

Teaching is an art and the teacher is an artist. As the artist is governed by certain principles which help him acquire proficiency in his profession so a teacher is also governed by certain principles which help him acquire proficiency in teaching. English teaching cannot be emphasized comprehensively with the help of learning theories alone. The teacher must know the developmental characteristics of children at different age levels so that he can take the advantage of the interest and motivation of the students in a learning task. The teacher is a naturalistic set-up is only a setter of a stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place.

Educational technology

The teacher's role in any educational system is a pivotal one. It is important that he/she should be given proper and adequate training, so that he can play his role in achieving the objectives of the system. The National Council of Teacher Education   has made recommendations for recasting the programmes of teacher education to meet the aspirations and responsibilities of emerging Indian society with emphasis on rural reconstruction and reliance on science and technology. The National Council of Teacher Education is doing a tremendous job for furthering educational technology and improving the quality of teacher education.

English teaching is not everybody's tea cup to sip. It is an art and skill to be learnt. It requires the knowledge of subject content, methods, techniques and teaching aids to be used for making teaching interesting and effective. The selection to these methods and techniques depends on nature of task, learning objectives, learner abilities and students entering behavior. The learning objectives and task analysis provide the basic for effective presentation of teaching. In order to bring desirable change in the behaviors of the learner, teacher has to employ the devices, teaching strategies and teaching tactics.

Teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of a larger development scheme of the conclusion.Teaching strategies include broad methods of instruction. The autocratic style of teaching strategies is traditional. These strategies achieve different objectives more than permissive styles of teaching strategies. The autocratic style of strategies is content centered and teacher remains more active and students are passive learners.

Differences between new entrants and senior professors

As a new entrant he/she faces many problems in the traditional and modern classroom now a day.

According to the new entrants when they go to the higher classes like PG and UG and Research students they are unable to manage and clear the doubts of the students and control the classes mostly. If they are sent to the first year classes they have no problem with the students as well as with subjects. They teach and manage classes successfully what they require and need. This will not happen once they have experience and well trained staff for the teaching. Due to his subject knowledge and strong in communication they give enough training and teaching materials as they need.

If we come to the senior professors they have no problem to teach the subject and to develop the communication skills of the students. They are rich in vocabulary, high standard in communication. So the students are mentally not able to prepare to the classroom teaching of the senior professors. Then they don't come down to the level of the students to teach for their better understanding.

Conclusion

Though we are experienced or new entrant, we should understand the students mind and their background. Motivation taking an important role to mould the student's personality and character. If we motivate them rightly we can see the wonder. Surely they will be able to talk and write fluently. It is our duty to create the surroundings and circumstances to develop their four (LSRW) skills.

Effectiveness of Integrating Technology in Language Teaching and Learning in Engineering Classrooms: An Evaluation

Ms Shabnam Lohani
Ms Soniya Rajput

Introduction

Technology has been a mounting force all over whether it is professional, educational or personal. More and more people have started adopting technology into their daily lives for example; many of them have been using e-mails and social networking sites to communicate with each other rather than writing letters and sending them through postal services. Technology of today is aims at comfort of use in whichever form it is. It aims to direct for easiness in life. And a result of it we are becoming more and more reliant on several technologies and without them we many a time seems to be lost. The Extent to which technology has encroached upon our lives is that people now do not feel the need to 'unplug' from the socket of technology.

Talking about technology in today's educational world, we can witness that it has provides a gateway to the students learn actively and creatively. The use of technology and its integration in educational system have increased so as to enhance students learning. Tools such as internet access, digital cameras, laptops, computers, LCD projectors and several software have been constantly used to support the curriculum. It is believed that computer based technology in classroom provides several opportunities to the students as well as teachers to enhance their teaching/learning experiences. Integrating technology in classrooms can promote thinking process, capability of problem solving, reasoning and critical thinking among students. It is even discussed by educators that when students take aid of technology like seeking information online, they not only learn how to locate the most appropriate information sources but also learn to decide whether the information is reliable or not and of good use. In addition, students constantly use their computers to organize information, write, research, access primary sources, conduct surveys, collect data, and gather information. In addition, integrating technology into the classrooms is it sparks motivation, interest and autonomy within students. Researchers have shown that use of technology makes the students be more fervent in their assigned work where they even get an opportunity to use their creativity in project based learning. It increases inclination on the part of students to work cooperatively and to provide peer tutoring. Technology creates a space wherein an atmosphere is created for the students to interact and associate with their peers sharing their findings, knowledge and relevant information. Apart from above mentioned advantages integrating technology in the classroom is it prepares the students for their future where they have to be technically sound and work successfully at a professional level. Technology especially internet access allows the students to navigate through the outside world of knowledge and thereby broaden their intellectual horizons. And lastly, the benefit of versatility in using ICT. Other than just sounds, computers can produce colorful graphics, which can greatly enhance learning outcomes as learners retain the majority of what is taught through sights rather than sounds.

It is true that technology plays a vital role in educational world and it is good to take aid of technology for teaching and learning process. There are numerous ways English language teachers can integrate technology into classroom instruction. For example Teachers of language arts and literature can use the Internet, digital media tools, and common software applications to enhance student learning, technology can be used for creating visual aids for teaching, improving access to resources such as online literature libraries, reviewing and commenting on student work more efficiently, Integrating video clips into presentations, broadening choices for students to demonstrate learning. But

"The key to success lies in finding the appropriate points for integrating technology into a new pedagogical practice, so that it supports the deeper, more reflective self-directed activity children must use if they are to be competent adults in the future" (Strommen and Lincoln, 1992, p. 473)

One thing to be kept in mind while integration technology is that technology is not the teacher; but a mere tool the teacher uses to widen the student's reach and therefore it should not replace the teacher but should complement and enhance what a teacher does naturally. One has to remember that technology isn't perfect; it can't replace face-to-face teaching. One has to learn to determine when technology helps and hinders the learning process and use it accordingly.

As technology today has played a vital role in language teaching and learning the purpose of this paper is to assess the effectiveness of integrating technology in the classroom of engineering students with special reference to the students of CHARUSAT University.

Review of Related Literature

"Technology won't merely change the way that educational services are delivered and consumed. Technology will also significantly change the face of the education profession" : Pamela Stubbart

As technology continues to be at the forefront of modern society, exploring the role of technology in today's educational programs is a highly relevant venture. Educational technology, especially computers and computer-related instruments, has grown tremendously and infused in all areas of our lives. It is incomprehensible to consider that anyone today would not encounter the use of technology be it cell phone, computer, laptop, camera etc. Talking about the academic area technology has bought diversity in classrooms and helped the students to develop their technical competencies and through problem solving and critical thinking build upon their fundamental blocks of reasoning. Integrating technology with standard has given the students a sense of power and motivation.

Technology Integration

Technology integration means incorporating technology tools as an aid to teaching/ learning process to promote active learning so that students learn to apply technical knowledge in several tasks such as problem solving, project management and critical thinking.

Technology is most valuable to teaching and learning once teachers integrate it as a tool into everyday classroom practice and into subject-matter curricula. Incorporating technology effectively involves (a) engaging students in lively learning, and (b) encouraging more independent and self-motivated learning. But the success of it depends solely upon how the educators use technology and how they promote the use of technology by the students. The teacher has to know how to successfully integrate technology in the classroom.

"Everybody is talking about technology integration, but few practicing teachers profess to know exactly how to proceed. The fact is that real integration requires change. . . However, what seems to be lacking is a model that teachers can use to guide them through the necessary changes they will need to make to be successful in integrating new technology into their classroom" (Johnson & Liu, 2000, p. 4).

For successful integration of technology what educators require is a model of successful integration of technology in the class to emulate.

Teachers are experts in pedagogy, but not necessarily in technology. It is vital that teachers are acknowledged for the considerable knowledge they have about their profession – what constitutes

'good' pedagogy, the nature of learning and ways to engage students in the classroom. While there appears an ever-increasing range of technologies to incorporate within classroom learning experiences, many teachers know technology use alone is not a substitute for good practice. As such, it is important that teachers articulate clear reasons and purposes for technology integration in connection with curriculum goals and student learning gains. Along with it the process requires careful scrutiny of the tools to be used by the teacher, the content to be taught, the subject and the competency on the part of the teachers as well as the students.

According to Scheffler and Logan integrating technology not only involves the attainment of computer skills but also consists of a process in which learners try, fail, access, evaluate, analyze and apply meaningful tasks including but not limited to researching, analyzing data, applying and representing knowledge, communication and collaborating. Thus, the integration of technology into education means using it as a tool to teach subject matter, and to promote problem-solving and higher-order thinking skills.

Technology and Constructivist theory

Constructivism forms an idea of learning where students are encouraged to use active learning techniques using authentic data if possible, and to create knowledge and reflect on their understanding. The aim of constructivism is to help the students to construct knowledge rather than becoming educated parrots. It is student-centered that focuses on knowledge construction, not knowledge reproduction. For this students should be given the chance to work with hands-on projects that they are interested in, and to explore and test their ideas. This style of learning encourages students to create tools and environments that sustain projects that are meaningful to them on a personal level. Each student provides his or her own direction for learning rather than being prompted as part of the class by their teacher (Ackermann, 2002). Constructivism as a theory:

"proposes that learning environments should support multiple perspectives or interpretations of reality, knowledge construction, context-rich, experience-based activities" -: Jonassen.

 According to constructivist theory a successful teacher is one who helps the students to excel independently by providing them with the tools such as problem-solving and inquiry-based learning activities through which students can formulate and test their ideas, draw conclusions and inferences, and convey their knowledge in a collaborative learning environment. And in this technology can assist educators in creating a constructivist learning environment. It offers a tremendous amount of information, tools for creativity and development, and various environments and forums for communication. Through technology, students can express themselves and present their creations and they can answer questions that they are posing for themselves.

As Collins states, " inadvertently, technology seems to be coming down on the side of constructivists, who have been trying-unsuccessfully to date-o change the prevailing societal view of education" (p. 31). (http://delta.cs.vt.edu/edu/fis/techcons.html)

Constructionism can turn out to be a powerful theory that can motivate the students to be actively engaged in learning process. And this can be done through integration of technology in the classroom. As technology has been successful in challenging the didactic, lecture methodology, and, instead promoted the students to be self-directed learners and to an extent have changed the learning/teaching methodologies in educational fields.

Research questions:

1) Whether integrating technology for language learning and teaching is really effective in the engineering classrooms?

2) Does integration of technology motivates the students to participate in language learning process?

3) How and what kind of technology can be used in the classroom to enhance active learning among students?

4) What are the problems faced by the teachers and students while using technology in the language classrooms.

Tools and Procedure For Data Collection

The method of sampling selected for the survey was stratified sampling. The sample for the survey were 60 engineering students from braches like mechanical, civil, electronics and communication and electrical and 12 faculty members involved in Communication Skills subject. The tool selected for conducting survey among the students was questionnaire that contained 7 close ended questions and 8 open ended questions. The questionnaires were distributed among the students on 13th December. The students filled in the details in the questionnaire and submitted it to the researchers on 13th December, 2011. Survey tool selected for 12 Faculty members of Charusat was one to one interview. They were interviewed on 15th and 16th December, 2011.

Data Analysis of Teachers' Responses

Teachers play a vital role in teaching process and at the same time in successful integration of technology in the classroom. Therefore the researchers surveyed 12 faculty members from Department of Communication Skills of Charotar University of Science and Technology, through one to one interview for assessing the effectiveness of integrating technology in classrooms.

 90% out of 12 teachers responded that they use technology into classroom. They believed that using technology is the very helpful in the classroom, they prefer to use overhead projectors; laptops, internet, audio visual aid and other tools are significant part of teaching. As teaching Communication Skills without technology is like eating food without salt remarked by one of the faculty. Some of them were of the opinion that using internet, showing videos and images for the supported lesson makes the learning more interesting.

60% thought that learning/teaching has a positive impact on the students. It motivates students to participate in learning activities and developing interactive lessons.

70% remarked that technology enriches the content, ideas, information, and growth.

50% opine that they were not comfortable in using technology. They faced many problems with connections of technology. It does have limitation.

40% were of the opinion that using technology definitely increases the student's grades and attendances in the classroom.

30% remarked that many times technology doesn't help much in teaching process. Many times it happens that teachers plans to integrate any particular form of technology in classroom but the idea collapses with cut in power supper or else low connectivity or unavailability technical tools.

One of the faculty member said that integrating technology in classrooms especially for language teaching is beneficial because "Technology helps the students to learn in the way they like i.e. through technology and this in turn increases their productivity in term of intellectual outcome. Our student all the time uses technology outside the classroom therefore we as successful educators have to learn how to use that technology in the classroom to motivate students"

Talking about the importance of technology in educational life one faculty member responded that "In today's revolutionized world we not only have to learn from technology but also with the technology"

When asked as to how to integrate technology in the classroom to enrich language skills of the students responses were

- Having session with experts on important topics through video conferencing.
- Using blogs to have discussions on the particular topics
- Teaching editing skills through wikis
- Practice and drill through several online exercises
- Students should be asked to web site reviewing as it increases their knowledge and their language skills
- Projects based learning should be practiced

One answer to the question was "Technology should be used to reach the content and it should not become content in itself and so it should be seamless, not just doing technology for technology sake but a natural integration into the lesson"

Majority of the teachers agreed that classroom of today cannot be separated from technology. But at the same time they face many barriers while using technology for teaching purposes. Barriers like lack of time to learn technology use technology and prepare material or lessons with the help of technology. Lack of technical support and proper training by expert trainers who understands the potential of technology and its role in classrooms, confidence on part of teacher in using technology and presence of fear and anxiety on the part of the teacher, hardware and software problems at times creates problems in using technology.

Data Analysis of Students' Response

The effectiveness of integrating technology can be assessed through students' response, their attitude towards learning and their gains from tech based learning. Therefore to assess the effectiveness of integrating technology in language teaching/ learning 40 students from different engineering branches were given questionnaires that consisted on 15 items.

Can using technology in the classroom motivate students to learn? 40% believed that it motivates to learn new things in different manner but should be present in proper way.60% opine that it becomes interesting and boost up of learning new subjects. One student "I like using technology because it shows another way to look at things, other than in textbooks."

When asked what are the benefits of integrating technology into your classroom?80% said that it makes learning easier and gives fun in learning process, 60% remarked that lessons becomes interesting. Integrating technology gives an opportunity for innovative learning, interacting with teachers outside the classroom via email for getting suggestions and feedback and Technical competencies.

When asked how often the concerned faculty uses technology in classroom, majority of the students' i.e.90 percent out of 60 said that their English teachers use technology in the classroom often, using PowerPoint, emails, LCD projector for showing videos related to topics etc. whereas 10 percent out of 60 said that their teachers used technology occasionally. The students answered that they felt excited when the teachers integrated technology in classroom teaching or when teachers assigned tasks where they had to use technology.

Technology in their classrooms makes their learning process interesting, easy to comprehend and different from traditional method. One student responded "I like using technology because it shows another way to look at things, other than in textbooks." Majority of the students answered that by integrating technology like overhead projectors, online discussions, audio video instruments like recorders, tapes, cd players for listening activities made the learning process easy as it included pictorial elements that catch their attention. Students enjoyed more when audio was used for listening comprehension.

Problems face while using technology for learning purpose? The common response was low connectivity, not able to access the resources, technical faults in the instruments like projectors, computers, headphones, audio speakers often creates barriers in technical support.

Conclusion

Thus, using technology in classrooms especially audio visual aids do motivate students in learning process. But the effectiveness of technology in teaching/learning depends upon how effectively the teachers use it. So here the teachers' knowledge of information technology is the most crucial factor in determining the success of such technology in the classroom. Therefore technological choices must be made wisely. It should not be "using technology for technology sake" but a natural integration into the lesson in a way that Technology reaches the content and does not become content in it. Another factor important for successful integration of technology is proper technical support and training. Because many times technical failure and unavailability of necessary resources often infuse frustration among the students as well as teachers. Therefore to have successful integration of technology in classroom there should be flexibility in planning, creating multiple activities through technology, and always having backup plans for technical difficulty.

Students are pleased with integration of technology in language learning. They found learning through technology is more interesting as well as motivating as compared to traditional methods of teaching/ learning. "I like using technology because it shows another way to look at things, other than in textbooks." It gave them chance to develop their technical competencies provided they are given proper resources to use which they can access without any problems. When asked "What would you like to see with technology in your classes?" they responded that they wish to have online discussion, discussions on blogs, videos that compliment that the topic to be leant and apart from that better Internet access and good software programs to support their educational needs. Though many of the responses were positive, students were able to critically analyze the limitations of technology usage including malfunctioning electronic devices, lack of proper connectivity and lack of technical knowledge.

To conclude, technology can become an effective medium for teaching and learning process. But technology should not to be used in isolation for teaching and learning. For the effective use of technology in language teaching/learning the teachers have to be efficient in using technology and along with it have to consider the level of students, learning styles and preferences of the students, the content to be taught and technical support.

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Reflective Practice through Journal writing-A Case Study

Dr. B. Samrajya Lakshmi

Much of the literature on reflective practice is about reflection in student teachers rather than on teachers practicing, and information on reflective practice on the part of teachers of English as a second language is much less. The improvement in one's professional behaviour is considered to be the main outcome of reflective practice. Teachers' learning includes knowledge and understanding of their pupils learning. Data collection from teachers' own classrooms offers a potential starting-point for reflection. It helps them to identify and reflect on critical incidents that illustrated what did and did not work well and to plan what they would do differently next time.

Wallace (1998) summarizes the ideas of other writers (Schon 1983 & 1987) regarding reflection and teacher development, " it has been argued by and others that the most effective method of generating autonomous professional development is through the ability to reflect on one's own professional practice. Such 'reflective practitioners' will be able to continue to develop their professional expertise not away from the classroom practice into academic theory, but by using theory mediated within their continuing practice." (p.281)

Katz (1996) made a study at a large urban state university in the United States that serves a large and diverse student population. She used two audio-recorded, formal interviews with each teacher, one at the beginning and one at the end, journal writing and conducted classroom observations, documented via extensive field notes, which were transcribed, and conducted research to understand the instruction of writing to both native and non-native users of English.

Ulichny (1996) describes a case study of an ESL teacher presenting a classroom activity to an ESL class, using detailed microanalysis of the discourse of the event together with the teacher's own reflections and interpretations of the classroom talk in an American University ESL program.

Shamim (2005) conducted research over six months in six secondary schools in Karachi in Pakistan where 232 classes were observed of twenty-seven different teachers. Collecting data from interviews about the consequences of large classes for language learning and Shamim found that physical location had a powerful influence on the quality of the learner's educational experience and even on their chances of success.

In keeping with what this research fundamentally involved, namely, studying and understanding how human beings behaved 'in context', the case study method was adopted. This longitudinal study, which was conducted over a period of one and a half years in undergraduate colleges in Vijayawada in Andhra Pradesh, investigated six ESL teachers, each of whom, after attending an insightful programme on the Reflective Approach, decided to use, as a means of their own professional development, one or more of the procedures available for reflective practice. This researcher gathered qualitative data about their reflective practices from multiple resources (namely, questionnaire survey, journal entries of the subjects, transcripts of video recordings of lessons and self-feedback entries, transcripts of peer observation of lessons, and post-reflection discussions).

Descriptive Of The Teacher Participant

Teacher T heads the department of English in a reputable college run exclusively for women. She has taught English for 25 years. She has presented papers at various seminars, national and international, and participated in a number of workshops. She also works as an Academic Officer in her college.

When the researcher approached the teacher, for taking her consent to participate in her research, she readily consented as she felt it to be an opportunity for professional growth. She opted for journal writing.

In the following section, the reflections of Teacher T are organized and analyzed as follows:

a. The teacher's beliefs about various aspects of ESL teaching, as ascertained by the researcher through an informal interview;

b. Her reflections through journal writing with an analysis of the reflections; and

c. An analysis of her post-reflection discussion with this researcher.

Findings Through An Informal Interview

In an informal interview conducted by the researcher, the teacher expressed her personal opinions about various aspects of ESL teaching.

(a) Reflective practice

It is very useful for both teacher and the taught. Self-analysis is very essential for a teacher. It is only through such type of reflective practice the teaching process can be made better and then the best. In the competitive world where communication skills play a vital role, 'the teacher like a scientist has to discover new methods to improve the language skills of the students.

(b)   Teaching aids used

Any type of teaching aid can be used black board, C.Ds., activity sheets etc. Here the human resource plays the dominant role.

(c) Use of bilingualism

It is inevitable while teaching the students who come from Telugu medium. Unless they understand and grasp the essence there is no use. Hence for below average group it can be used.

(d)   Strategies of feedback

It should be taken on the level of teaching and the level of the reception capacity of the student. The scholarship of the teacher is no use if the student cannot understand the content.

(e) Teacher's beliefs about ESL instruction

A belief inventory of the teacher was made by administering a questionnaire . The teacher identified the following as her beliefs:

(i)   As long as ESL students listen to, practice, and remember the language which native speakers use, they are actually learning the language.
(ii)   As long as ESL students understand what they are saying, they are actually learning the language.
(iii)   Language can be thought of as meaningful communication and is learned subconsciously in non-academic, social situations.
(iv)   Usually it is more important for ESL students to focus on what they are trying to say and not how to say it.
(v)   ESL students usually need to master some of the basic listening and speaking skills before they can begin to read and write.

The teacher feels that the effectiveness of teaching depends on the learners' learning preferences. She uses a learner-centered model of teaching minimizing the lecturing and motivating the students by asking critical questions and using various other means such as jokes, and stories paper cuttings. She is of the opinion that teaching will be effective if the teacher realizes the learning styles of her learners. To learn the needs of learners, the teacher administers a questionnaire to them, which is designed to elicit information about their learning styles and preferences.

From her questionnaire survey, the teacher found that the majority of her learners were kinaesthetic, auditory and tactile learners. A few students were visual. She, therefore, decided to use more listening exercises through tapes, team activities and exercises designed to listen to others, in order to help the auditory learners. She planned to use role-plays and other activity-based methods for kinaesthetic learners; and she has also planned for projects so as to give a 'hands-on' experience to the tactile learners. She had strategies for the visual group as well.

This teacher also asked her students to answer another questionnaire (Willing, K. 1988. pp. 106-7) to investigate their learning preferences.

After analyzing the data obtained through the questionnaire, she listed out sixteen most frequent preferences of her students. They are

- I like to learn by reading
- I like to learn by conversations.
- I like the teacher to explain everything to us.
- I like the teacher to give us problems to work on.
- I like the teacher to help me talk about my interests.
- I like the teacher to tell me all my mistakes.
- I like the teacher to let me find my mistakes.
- I like to learn English by talking in pairs.
- I like to learn English in small groups.
- I like to study grammar.
- I like to learn many new words.
- I like to practice the sounds and pronunciation.
- I like to learn English words by hearing them.
- I like to learn English words by doing something.
- At home, I like to learn by reading newspapers, etc.
- I like to learn by talking to friends in English.
-

From the above data, the teacher concluded that she had learners with all the four learning styles, namely, analytical, communicative, cognitive, and authority-oriented.

(f)   Teacher's reflection on her own experiences in language learning and their impact on her teaching practice

Vocabulary is the first obstacle that comes in the way of learning a foreign language. So I felt one must work hard to become acquainted with the new vocabulary. Then only one can be confident to speak the language. While listening to others, pronunciation must be followed very carefully. Otherwise, words can be wrongly interpreted. So I advise my students to learn at least 5 new words a day. They must also be exposed to different pronunciations.

Reflection Through Journal Writing

The teacher is of the opinion that reflective practice can bring about change in a teachers' regular teaching gradually. She prefers C.Ds, newspapers, and activity sheets as teaching aids, but she trusts the human resource rather than inanimate aids. Her students speak English in class. She feels, however, that the use of the mother tongue is inevitable while teaching students from vernacular medium of instruction. She says that a teacher should reflect on the feedback from her students to improve her classroom teaching.

From the statements selected by the teacher from the inventory, it appears that she prefers function-based approach and skill-based approach in her teaching. She gives importance to learning through imitating the native

speakers. She even says that the language can be learnt sub-consciously in non-academic and social situations. She gives more importance to accuracy than to intelligibility. She believes that the students should be good listeners and speakers before becoming good readers and writers.

Six extracts from her journal entries with an analysis of each extract are given below:

Extract I: *It was the fourth period. I had to teach grammar. After taking lunch, the students may not receive grammar in an active mood. Hence, I thought of using some jokes as a starter… Students received these jokes very well. They laughed continuously for few minutes. Then I asked two of them to repeat them. I asked others to write them down and find out the mistakes in them. I told them to find out the difference between the original idea and the meaning which was conveyed to the listener…I was amazed at their performance and felt that giving such type of exercises will make them involved.*

The use of jokes by the teacher not only motivated her students but made them learn the concept of discourse errors, which would otherwise be difficult for them to learn. This teacher helps her students correct their errors in an entertaining way. The jokes given by the teacher served as exercises, and motivated the students to learn. Through consistent reflection, she tried to make her classes more and more pleasurable to her students. Having good content knowledge necessitates using extra materials and appropriate teaching methods. The above extract indicates how reflection helped the teacher fine-tune her methodological skills.

Extract II: *I told them a small incident … Then I asked each one of them to tell who should be sacrificed. The class was found silent. Then I thought for a while and divided the class into groups with five members each. After few minutes of discussion, each group expressed its opinion.*

At the end of the period, I observed that all the students are involved in it and without any inhibition or hesitation. They were able to speak in English. Of course there were mistakes. I can spare some more time to rectify them. Students also felt happy as they communicated their ideas well.

This extract is a part of a longer journal entry in which the teacher, reflecting in action, decides to pose a problem to her students to help them develop their decision-making skills and analytical skills along with their communicative skills in English. The decision turned out to be rewarding, and the strategy became part of the teacher's stockpile of techniques.

Extract III: *Today I took Young World "Quest" of The Hindu to the class. There were nearly 30 paintings of the school children… Then I asked them to look at them once again and pick up the picture, which they liked most. I divided them into groups made them write some thing about the picture. They had starting problem. I went to them and gave some hints. Then they started writing. I insisted that they should write few sentences. At the end I asked the students who did not take active part in the work to stand up and read the lines.*

The teacher, after reflecting for a while about her students' difficulty in doing the task, decided to give instructions and hints to motivate them to describe the picture and participate in the group activity.

Extract IV: *It was the literature class. I completed "Samson Agonistes yesterday. The class appeared to be very passive. I thought that they might not have understood it. For the next class, I some how managed to get the movie C.D of the same story. So I had taken the students to the seminar hall and showed them the movie"Samson and Dalila". They were totally immersed in the movie and appeared so happy while watching. I told them to bring their textbooks to the seminar hall. I asked them to observe the differences between the textbook and movie.*

The reflection helped the teacher realize the significance of visual aid over the text. She taught the entire story effectively in an entertaining way by showing the movie of the same story. The teacher also brought in seriousness among the students, while watching the movie, by making them observe the difference between the text and the movie.

Extract V: *Today I went to the class with some 200 words. My goal is to introduce new vocabulary to the students. When I announced it they were not happy. I understood the reason and I didn't expect that all the students will participate actively in answering it. It had moderate impact on them. I asked them whether the word is noun or verb and did they know the meaning of it. They tried to some extent. I gave them some hints to encourage them. At the end of the session I observed that majority of the words were answered by guesswork.*

Reflection helped the teacher take a better decision. Her original plan was to teach vocabulary. But when she gauged the students' words, she improvised her plan and changed the vocabulary exercise into a grammar exercise.

Extract VI: *I explained the situation and scene to them. Then I asked them to read out the dialogue loudly. In the beginning, they are not confident. I encouraged them to say the dialogues louder. It went on for fifteen minutes. However, it was monotonous; there was no life in the delivery. I thought for a moment. Then I changed the students, asked them, to do it with action. This worked! They did it very well... When I asked them to identify some of the passages from the same dialogue in the next class, almost all the students were able to do it..*

Reflection helped the teacher conduct her classroom teaching more effectively. Initially, she made the students read the dialogue. However, when she realized the boredom it created, she changed her style and asked her students to enact the dialogue. Thus, the teacher motivated the learners.

Post-Reflection Discussion

The researcher had a 15-minute discussion with the participant teacher. The teacher was asked to reflect on her experiences. The teacher spoke with optimism about the value of reflective practice.

Surely it helps the teacher to evaluate her teaching and it leads to the improvement of the teacher and the collective improvement of the students.

The teacher maintains a journal as a means of reflective practice. She considers this practice as a mirror, which reflects the teacher's own image as a practitioner.

Surely, journal writing helps a lot to become efficient in teaching. It is not only for writing purpose but also helps to check the teacher's own self. Once there was a check, it leads to the correction or amendment in the next class. Irrespective of the experience they gained, it shows their own image like a mirror. It describes how the teacher presented an activity and helps to think of alternative methods. … It helps the teacher to learn teaching techniques, which cannot be found in books. As the bread is backed fresh everyday, these techniques will help the teacher update the communication levels freshly according to the situations.

The post-reflection discussion reveals that the teacher believes in reflective practice as an effective means of self-evaluation and of developing sensitivity to students' learning.

Findings Of The Study

The findings that emerge from the detailed analysis made above (about the gains the teachers in the study made as a result of their reflective practice) are organized in this section as follows:

Decisions About Timing Through Reflective Practice

The reflective practice of the teacher in this study helped them to be sensitive to the time needed by the students to carry out an activity, and make adjustments in time allocation. It also helped her estimate the number of activities that could be set in a period. Furthermore, it helped the teacher identify and assess the attention span of the students.

Teacher T's decision about timing was interesting. She decided to teach grammar in the afternoon sessions, being conscious of the mood of the students.

Decisions About Solving The Students' Problems Through Reflective Practice

The teacher could also assess the kinds of problems that students had in understanding certain concepts and instructions. Though the classes differed slightly in 'personality' and 'perception', surprisingly, the kinds of problems that the students faced were rather similar.

The teacher could identify the students' problems, tried out different methods of explanation within the lesson series, and thus arrived at workable method of solving the students' problems.

Teacher T called for students' involvement in group activity to get rid of inhibitions and hesitation. She did not mind their making mistakes while speaking in English.

Better Decisions About The Use Of Visual Aids And Inventing New Strategies Through Reflective Practice

The reflective practices of teacher indicate significant improvement in her classroom practice in terms of teaching strategies and teaching aids. Reflective Practice has evidently helped her think about alternative strategies and teaching aids to make her classroom teaching more effective and interesting.

Teacher T uses audio cassettes for drill type training in his teaching. Though Teacher T believes in drills, she began to use an audio cassette for the purpose. In the post-reflection period, Teacher T used only the set textbook as teaching materials. In the post reflection phase, she started using authentic materials such as 'newspapers' and 'movie C.D's for conducting activities in class.

Building On The Familiar

A significant insight that all the teachers derived from their reflections was that, for better learning to emerge, they should attempt to build on what was already familiar to their learners.

While teaching vocabulary, Teacher T tested the students' prior knowledge of 'parts of speech', which led the students to the learning of the vocabulary items she wanted to teach.

Opportunities For Active Involvement

Data indicate that reflection enabled the teacher participant to realize the need for providing opportunities to their students to interact with the teacher, text or with her friends during the class.

For introducing error correction exercises, Teacher T used jokes as starters. Besides enjoying jokes, the students tried to correct the sentences with joy. She introduced a one-act play by making three of her students act out the play. By repeating the activity changing the student participants, she could provide opportunities for all her students to communicate.

Teacher T used referential questions that called for the learners' opinions or interpretations, thus inculcating reasoning skills. Teacher D narrated a story and made her students think about a proper ending to the story, thus helping them develop decision-making skills.

Taking Advantage Of Wide Variety Of Resources

The significant change that occurred due to reflection of the teacher participant is that she was motivated to think and prepare for the class in advance and to select teaching materials appropriate to the level of her students.

Teacher T used jokes from newspapers and magazines for teaching grammar and correction of sentences. She introduced a story to enable her students to learn communicative skills. She introduced group activities with 'Quest' from 'The Hindu' to enable her students to do writing skills. While teaching literature, the teacher took her students to the seminar hall and made them watch a movie and discuss the characters in groups.

Developing A Sense Of Belonging With The Classroom

Reflective practice enabled the teacher participants to realize that making student's feel at home in the classroom would greatly facilitate learning. The data show the teachers attempting to make their students feel at ease in several ways, in particular, through the elicitation method. This developed in the students a sense of responsibility and belonging. Teacher T used jokes, stories and newspaper cuttings and sometimes showed movies related to the lessons to the students and thus created belongingness among them. Teacher T prefers interaction as an ideal activity where students get an opportunity to express their opinions and ideas on the content taught. She showed a film on the lesson prescribed and asked the students to analyze the difference between the content given in the text and that shown in the film.

Sensitivity To Learners' Difficulties

The significant insight that the teachers derived from their own reflections was that, for effective teaching-learning to take place in the classroom, the teacher should be sensitive to the difficulties of the students in the learning process and that each lesson should be planned keeping the learners' difficulties in mind. While teaching 'vocabulary', Teacher T realized the need for accuracy rather than the content volume and she made her students learn each word through usage, though it was time consuming.

Seeking Advice And Outside Support

The data collected indicate that the teachers realized the need for collaborative work, and sought advice from their senior colleagues to solve their classroom problems and for their self-evaluation.

Utilizing Effective Classroom Management Strategies

Reflection made the teacher realize the need for effective classroom management as a significant requisite for effective teaching. The teacher participant was found to realize the significance of group activities for creating interaction among her students. Teacher T realized the significance of activity – based teaching and the need for using additional resources in the classroom.

Maintaining Flexibility And A Positive Attitude

Yet another significant outcome that the data analysis indicates is that the teachers understood the need to have a positive attitude towards their students and that they realized that flexibility in attitude and action in classroom would make the students learn better. Teacher T resorted to un-conventional methods like taking her students from classroom to a seminar hall to show them film related to the lessons in literature.

Promoting Learner Autonomy

Reflective practice helped the teacher realize both the need to give freedom to the students to choose the activity or the lesson to be taught and the necessity for creating a climate conducive to learning in the classroom.

The entries of Teacher T indicate that they made sincere attempts to create a learning environment where their students felt that they could experiment. For example, Teacher T read out jokes and showed paintings from newspapers and asked her students to analyze them.

Integrating Language Skills And Resources

The teacher participant learned to integrate language skills while designing activities for her students. By means of group discussions and pair work among the students, the teacher participant learned to integrate listening, speaking and reading skills.

Teachers' Initial And Post-Reflection Perceptions About Reflective Practice

The teacher's initial perceptions of the usefulness of reflective practice in their professional development were interpreted through the analysis of the preliminary questionnaire and the pre-reflection informal interview. The initial perception of teachers was positive. The responses to the questionnaire and the interview indicated that the participant teachers were enthusiastic and interested in trying this practice in their day-to day teaching. Teacher D stated that she was optimistic about the usefulness of reflective practice for their professional development The Teacher participant was however, mildly uneasy about the "experiment" because it was something new to her and was even unsure of what she might discover during the process.

After experimenting with reflective practice, the participant became confident about the usefulness of this process. This confidence was the direct outcome of the significant gains she had made in her personal and professional development. They perceived reflective practice as a process that would raise teacher's awareness of their practice as teacher, improve their teaching practice resulting in improved learner outcomes, and give her greater confidence in her own ability to organize her development.

However, she expressed some concerns also which need to be recorded here. One concern was the amount of time that the process of self-evaluation demanded, though she conceded that the gains far outweighed the demand. However, the participant found diary writing much less demanding and much more rewarding as it calls for transparency and sincerity.

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Encouraging Shy learners to speak and learn in the English language classroom

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Dr. P.Padma

Introduction:

Gone are the days of Teacher-centered learning and today, the advent is of student centered learning. Everywhere around the globe, in the language learning environment and especially, when the language imparted is L2 the common problem faced by a language teacher is that of a reluctant / shy student who is un-exposed to a language speaking environment and feels tense to speak in that language. Whatever, may be the level and stage of the learnt and the learning situation, it is the teacher who has to face this problem. Although, there are a number of teaching methods and approaches to teach a language, sometimes, the teacher cannot experiment these methods all at the same time or some times, one or all of those methods may or may not become fruitful in addition to the various methods of teaching that are in vogue today this paper tries to suggest some of the new techniques that can be implemented in the language classroom moreover many of these techniques are based on the Cognitive, Affective and Situational Framework put forth by Nation (2007).

1) Proceed from Known to Unknown:

This is most common technique in the field of language learning, according to this a teacher should start the process of teaching from what is known to the learner and basing on the ability which define his knowledge basing on this he has to design the task that, he need to do in order to improve the language learning / speaking skills of the students.

2) Reduce the Difficulty level of of Task

From Nation's point of view, if students do not know enough, they will not be able to perform the task well, and this is one of the causes of students' unwillingness to speak. Easiness of the task may make the students may instill the confidence among the learners.

3) Give importance to Task-based learning

Tasks can be given to the students for every action. This can be done by giving students more time for preparation. Alternatively, allow them to perform oral tasks without time pressure (Ellis, 2005) by giving them enough time to plan for and perform a task at the same time.

4) Share time with Students by guiding on the Tasks

Nation (2000) suggests providing this kind of support through repeated input, guiding questions, multiple choices provide him choices in taking the task and guide him how it can be implanted with minimal usage of language by using the above techniques mentioned and so on.

5) Bring the Tasks Within the Experience of Students'

According to Nation (2000), teachers can create recalling and sharing-experience opportunities for students to make use of their background knowledge and experience in doing the tasks. Key oral skills and strategies should be pre-taught in preparing students for communicative tasks. Also, it is advisable that teachers grade the difficulty level of oral tasks to suit their students' communicative ability.

6) Individual learning Vs Group learning

When organizing pair work and group work, make sure that every student's participation is necessary for the task to be completed.

It is best if each participant has "unique, essential information" or distinctive role to play (Nation, 2007) at the same time giving importance to individual's learning capacities.

7) Attend to Individual Students' Needs and Ability

In a class of heterogeneous communicative ability, the teacher should not expect every student to perform at the same level and its not even possible. Each student will differ from other in the usage of language, expression, understanding, time to adjust to the language learning environment and so on. Likewise, different kinds of tasks can be devised to suit different levels.   Alternatively, task demands can be graded and adjusted according to the individual levels usage of language, expression, understanding, time to adjust to the language learning environment and so on. Likewise, different kinds of tasks can be devised to suit different levels.   It is thought that once a student has a learning problem, it is best to allow the student to try to solve the problem on their own in the first place. When the problem is too challenging for the student to solve, support can be provided. Sometimes, the student may be in dire need of vocabulary and terminology, framing the sentences as it is a new language to him, the teacher has to attend to each Individual learner and cater to their needs and aspiration and guide them.

8) Promote Positive thinking Attitudes among Students

Students who hold positive attitudes towards language learning are less likely to suffer from language learning anxiety and more likely to participate actively in learning tasks. The commonly seen situation in learning situation is that, either knowingly or unknowingly the individual learner, co-learner and also sometimes bring in them a sort of negative thinking that learning English as L2 is difficult / tough / impossible. This sort of thinking should be taken off from the students. In this era of student – centred language learning the sole responsibility of promoting positive attitude among the learner and his / her peer group lies with the teacher. The teacher has to instill in them self-confidence and should sit with them and share their common problems.

9) Change Students' Negative Beliefs and Attitudes Towards correction of their Mistakes

Teachers can discuss with students the value of language use even if it is not fluent and accurate (Young, 1991; Nation, 1997). Meaning-focused oral activities (Nation, 2007) can also be used frequently with the goal clearly stated. When students are rewarded for successfully conveying a message, they will gradually change their perceptions about mistakes and language use. The teachers' tolerance of mistakes also needs to be made clear because there is no point in trying to change students' attitudes when the teacher still keeps them.

10) Boost Students' Self-confidence

This can be done by creating various opportunities for classroom success in using spoken English (Oxford, 1999). A sense of success and high self-perceived communication competence can be easily achieved by students if easy tasks with clear and simple goals are used in the first place. The level of difficulty can be increased over time as students' ability develops. General goals should be broken down into smaller, short-term goals so that even when students do not achieve the final goals they still feel a sense of achievement for completing some of the sub-goals. Also, students should be rewarded once they achieve one or more goals.

11) Lower Students' Anxiety in the Classroom

According to Young (1991), teachers can start with finding out what students are anxious about. Then teachers can help them ease some of their irrational fears and teach them strategies such as self-talks and doing relaxation exercises to deal with fears.   With the principle of encouraging students to solve their own problems, the first two solutions should be prioritized because they provide assistance for them

to change their own attitudes and affect in an appositive way while the third solution does not require as much effort from the students in solving the problem.

12) Build a Supportive Learning Environment

Once students feel a sense of support from their teacher and peers, it is likely that they will be more willing to speak in the target language. For this purpose students should be freely allowed to interact with their peers freely in the language class room and made to express, question, clarify their doubts either with the teacher or the peers.
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13) Encourage Peer Support in the Classroom

Tsui (1996:160) suggests that "allowing students to check their answers with their peers before offering them to the whole class also encourages students to speak up." Similarly, they can be allowed to have a discussion with their peers before talking to the whole class so that they will feel more confident in speaking English.

13) Be Sensitive When Assigning Students into Groups

Many students tend to talk more with their close friends. Therefore, when organizing group work, the teachers should take account of and accommodate these personal traits. For example, students can be allowed to choose who they are going to work with. In this matter, sufficient care must be taken by the teacher while allotting or assigning groups and this group can create a learning atmosphere or shatter the goal of creating a learning atmosphere.

For example, a student can not speak in English continuously for more than 30 seconds, then the teacher in the language laboratory or classroom may start activities like describing a object which is very much known and familiar to him and on which he can express with full knowledge and confidence, it may be a pen or a pencil, an apple, a slate. Similarly, exercises such as describing a person who is much familiar to him, can be undertaken, asking for directions to a place can also be experimented after this the students may be asked to make pair work / role play on a small situation.

14) Tolerate the use of L1 / mother tongue when appropriate

At a low English communicative level, students may not be able to convey their every thought. Therefore, teachers should be tolerant of some L1 use. According to Nation (1997), using L1 can help learning in many cases. The teachers' attitude to L1 use should be positive so that students are not humiliated when they use L1 to assist L2 development. The teacher should not blindly follow the principles of Direct Method prescribing the usage of L2 language in the classroom. Alternatively, the teacher should judiciously make use of L1 as and when it is necessary it should be used and when use of L1 (here Telugu or any other language) is not necessary, the teachers should tactically lead students back to using English, e.g. by commenting or asking a question in English instead of showing strong objections.

15) Make the Classroom Environment a Non-threatening Place

The classroom should be an environment where students are not scared of making communicative mistakes and being ambiguous in communicating. Situations that make students anxious such as correcting mistakes on the spot, calling on students at random (Young, 1991), calling on students without allowing them to prepare for the answers, and calling on a student simply because he/she is quiet or not concentrating should be avoided. Otherwise, what the teacher gets from students is usually not desired language use but threatened faces and this will have negative effects on the students' feelings and attitudes afterwards.

16) **Introduce Opportunities for Students to Speak English Outside the Class**

Opportunities such as English clubs such as the Hindu E-Plus club inside and outside the school should be introduced to students. The benefits of and tactics for participation should be clearly explained to them. Classroom activities can also be linked to these club activities. For example, students can be asked in the class to report on their participation in the clubs or they can share their experience with their classmates. More opportunities for speaking English outside the class can also be created. For instance, students can be put into groups to do some projects and if possible, their group work should be recorded. They may also be asked to carry out and

Record interviews with the foreigners or the people with good base on L2 or English who are visiting or living around. On their participation in the clubs or they can share their experience with their classmates. More opportunities for speaking English outside the class can also be

The solutions in this category are ranked from the most specific, day-to-day basis to the most long-term one. Although short-term and long-term measures should be taken in parallel, it is believed that short-term solutions should receive priority to be completed first. This will create more opportunities for the long-term ones to be successful

Conclusion

This paper has focused on the problem of students who are reluctant to speak in the English classroom and suggested a range of techniques that can be used to address the problem. It should be noted that the list of techniques is far from comprehensive because the causes of students' reluctance to speak are varied. Teachers need to adapt these techniques to suite their class situation. Furthermore, many of these solutions should be implemented simultaneously so that they can supplement each other in tackling the problem from different angles, creating a better chance that the problem will successfully be solved.

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The Influence of Learning Styles on Language Education – An Empirical Study

V. Rajesh

J. Jaya Parveen

1. Introduction

Tamilnadu Government has provided a great privilege for the student community by cancelling the Tamil Nadu Professional Courses Entrance Examination. It has introduced fee reduction for first generation engineering students. This has made a maximum number of students to flock around engineering colleges in Tamilnadu. Nearly half the students who enroll in engineering colleges in the State hail from rural areas after completing their schooling in Tamil medium. (Rajeshwari, 2012) These students find it hard to cope up with the abrupt shift in the medium of instruction.

Teachers find it difficult to deal with the mixed-ability students. Some students are proficient in English while many are in beginner level. Categorising them into 'proficient' and 'beginner' level students and providing them with appropriate materials can help to a greater extent. Sometimes students who are very good in subject knowledge feel bad about getting classified as 'beginner' in English. In such cases, students can be classified into auditory, visual, or kinesthetic learners based on their learning styles. Relevant multimedia resources can be given to the students to enhance their language learning.

2. Background of the Study

What I hear, I forget.

What I hear and see, I remember a little.

What I hear, see, and ask questions about or discuss with someone else, I begin to understand.

What I hear, see, discuss, and do, I acquire knowledge and skill.

What I teach to another, I master. (Silberman, 1996)

Every student has a different learning style. Whether known or unknown, the student gets attracted towards the learning materials which suit his or her learning style. Some students like to hear a lot of lectures, songs, or audio materials. Some prefer visuals, Power Point Presentations, or videos for easy understanding. Some like activity-based learning and language games. Students in the schools and colleges should be placed in the right learning environment to make them good learners.

It is a known fact that the attention span of an average adult is between six and twenty minutes. When the college students are given materials that suit their learning styles, their attention spans increase. By using the relevant resources, they could retain their learning interest. They also help in effortless learning and long term memory, on the contrary to rote learning and short term memory in the students. If the students' learning styles match the teaching methodologies, they can actualise their potential to become innovative leaders in the society. (Silverman, 1994)

3. Location of the Study

VV College of Engineering is situated in Tisaiyanvilai, a rural village in Tamilnadu. It has five departments (Mechanical, Civil, Electronics and Communication, Electrical and Electronics, and Computer Science Engineering). It has nearly 800 students and 75 teachers. It has a fully furnished language lab with a main server, multimedia projector, systems, speakers, and microphones. It also has a digital library helping the students utilise the online resources. Every classroom has a system and LCD projector. The college with its perfect infrastructure and excellent facilities is taken as the location of the study.

4. Samples of the Study

VV College of Engineering students are the participants of this research. 98 students who learn Technical English I & II for their Anna University semester exams are chosen as samples. 50 students belong to Group A and 48 students belong to Group B. 2 experienced teachers are involved in student classification, resource collection, test preparation, test results collection, and data consolidation.

5. Procedure

The students in Group A are encouraged to take up the learning style survey using the learning style inventory online. According to the survey results, the students are classified into auditory, visual, and kinesthetic learners. Five lessons from Technical English I & II prescribed by the Anna University, Chennai, are converted into audio, video/ppt, and language games. (N.B: Songs, lectures, PPT, videos, hands-on activities, and language games on General Vocabulary, Prefixes and Suffixes, Changing Word Forms, Tenses, and Concord are either prepared by the teacher or downloaded from the Internet. Some materials are prepared by the students themselves under the guidance of the teachers.)

Songs, lectures, or audio lessons are given to the auditory learners. Visuals, PPT, and video lessons are provided to the visual learners. Hands-on activities and language games are given to the kinesthetic learners. Students use CDs, pen-drives, and mobile memory cards for storing the relevant materials. The students are encouraged to use the materials in the language lab and at home. With a week's interval between each test, five tests on the five lessons are conducted for Groups A & B students. The test results are consolidated. The quantitative test data and qualitative feedback are analysed to identify the influence of learning styles on language education.
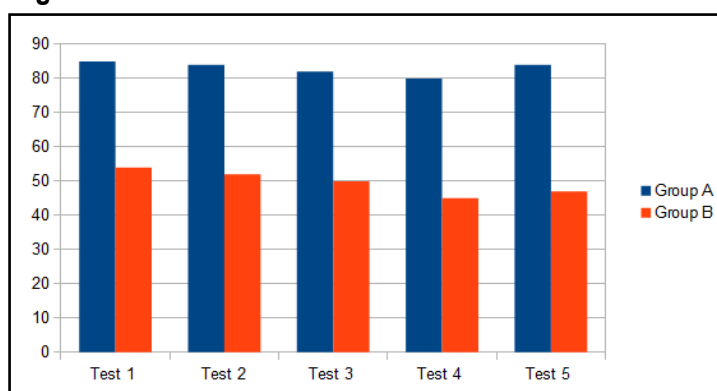
6. Data Analysis and Interpretation

Table 6.1 Average Scores of Group A and Group B in Test 1 – 5:

Tests	Average Scores	
	Group A	Group B
Test 1 (General Vocabulary)	85	54
Test 2 (Prefixes & Suffixes)	84	52
Test 3 (Changing Word Forms)	82	50
Test 4 (Tenses)	80	45
Test 5 (Concord)	84	47

Graph 6.2 Average Scores of Group A and Group B in Test 1 - 5:

7. Quantitative Findings

- In Test 1 (General Vocabulary), the average scores of Group A is 85 and Group B is 54.

- In Test 2 (Prefixes and Suffixes), the average scores of Group A is 84 and Group B is 52.
- In Test 3 (Changing Word Forms), the average scores of Group A is 82 and Group B is 50.
- In Test 4 (Tenses), the average scores of Group A is 80 and Group B is 45.
- In Test 5 (Concord), the average scores of Group A is 84 and Group B is 47.
- The average scores of students in Group A are relatively higher than the average scores of students in the Group B.

8. Qualitative Findings

- 84% of the students in Group A find the multimedia materials that suit their learning styles interesting and useful.
- 10% of the students in Group A have limited access (at language lab only). They don't have the relevant aid (e.g., computer, DVD or mp3 player, ipod, or mobile phone) to use the multimedia materials at home.
- 6% of the students in Group A are not interested in language study at all.

9. Recommendations

- In mixed-ability classrooms, the students can be classified into auditory, visual, and kinesthetic learners.
- The auditory learners can be given audio lessons with recorded lectures, oral lessons or exercises, and educational songs.
- The visual learners can be provided with visuals, Powerpoint Presentations, and videos.
- The kinesthetic learners can be given hands-on activities and language games.
- The materials can be stored by the students in CDs, pen-drives, or mobile memory cards which are accessible to them both in the college and at home.
- The mulimedia materials should be relevant to the syllabus and semester exam. They should also suit the learning styles of the students.
- The lessons should engage, entertain, and educate the learners which will influence on the language learning in mixed-ability classrooms.

Appendix
Learning Style Inventory

QUESTIONS	Seldom	Sometimes	Often
1. Can remember more about a subject through the lecture method with information, explanations and discussion.	○	○	○
2. Prefer information to be presented the use of visual aids.	○	○	○
3. Like to write things down or to take notes for visual review.	○	○	○
4. Prefer to make posters, physical models, or actual practice and some activities in class.	○	○	○
5. Require explanations of diagrams, graphs, or visual directions.	○	○	○
6. Enjoy working with my hands or making things.	○	○	○
7. Am skillful with and enjoy developing and making graphs and charts.	○	○	○

8. Can tell if sounds match when presented with pairs of sounds.	○	○	○
9. Remember best by writing things down several times.	○	○	○
10. Can understand and follow directions on maps.	○	○	○
11. Do better at academic subjects by listening to lectures and tapes as opposed to reading a textbook.	○	○	○
12. Play with coins or keys in pockets.	○	○	○
13. Learn to spell better by repeating the words out loud than by writing the word on papers.	○	○	○
14. Can better understand a news article by reading about it in the paper than by listening to the radio.	○	○	○
15. Chew gum, smoke, or snack during studies.	○	○	○
16. Feel the best way to remember is to picture it in your head.	○	○	○
17. Learn spelling by tracing the letters with my fingers.	○	○	○
18. Would rather listen to a good lecture or speech than read about the same material in a textbook.	○	○	○
19. Am good at working and solving jigsaw puzzles and mazes.	○	○	○
20. Play with objects in hands during learning period.	○	○	○
21. Remember more by listening to the news on the radio rather than reading about it in the newspaper.	○	○	○
22. Obtain information on an interesting subject by reading relevant materials.	○	○	○
23. Feel very comfortable touching others, hugging, handshaking, etc.	○	○	○
24. Follow oral directions better than written ones.	○	●	○

After answering each question, click on the button below.

Determine Style

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Voice of the Voiceless
– A Boost to improve second language communication skills

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Introduction

English has become the common language of the world. Roughly only one out of four is native speaker of English language (David Crystal, 2003). English has become the contact language among the non native speakers of English. At present English is defined in a number of ways such as, 'English as an International language" (Jenkinks, 2003; Mc Arthur1998; Melchers and Shaw,2003), 'English as a global language' (Crystal,2003; Gnutzmann ,1999), and 'World English' (Brutt-Griffler, 2002). English is chosen as the means of communication in some countries where people come from different first language background. A vast number of verbal exchanges in English are not made by native speaker of English but by non-native speakers. Native speakers of English are also making systematic study of the nature of World English. The teaching of English language has found new directions and new justifications for its existence. The approaches of teaching English language have changed along with the changes in political ideologies. New approaches and methodologies have been formed. English has become a common language to express the ideas. Students know that English language is important to express about their identity, language, society, culture, technology and personality to the world To increase the skills of English at the undergraduate level, it is necessary to consider the competency of the entry level Under-Graduate students. Hence all the students in Colleges and university are learning English to mark their identity in the society. Though many universities have brought advanced technologies to teach language, it is necessary to make the provision for communicative competence of entry level students by offering appropriate syllabus to implement growth mind set attitude.

An average student normally looks upon the university or the college for the degree which will bring him good employment opportunities. In this situation only educational programmes based on practical needs can serve as bridge between education and employment. The situation calls for special efforts and suitable programmes in the university/college to develop communication skills in English. Soft skills of permanent value should be imparted to the learners than tailor-made technical skills. It is important that educational and training institutions should show interest to produce persons with knowledge, skills and attitudes. The present study aims at training young men and women in lateral thinking skills to produce persons with growth mind set attitude, oral and written communication skills.

Problem and solution

Learners' belief about the role of aptitude plays a significant part in language learning and communication skills. Mindset is the major factor that influences the aptitude of the learner. Individuals have two sorts of mind sets such as growth mind set and fixed mind set (Dweck,2006) The person believing the natural talent as gift for successful learning is said to have a fixed mind set and a person believing his own efforts and hard work to affect the learning abilities is said to have growth mind set (Sarah Mercer & Stephen Ryan,2010). Dweck (2006) found evidence of differing mind sets across different domains as music, sport, geography and language learning. Similarly, learners hold different mindset across different skill domains in the aspects of language. Learners' belief about their speaking skills differed from

writing skills. If a learner believes that the natural talent is necessary to acquire language skills, he/she has to believe that they possess the natural talent to attain a particular goal (Sarah Mercer & Stephen Ryan). Similarly if learners believe that language proficiency is a natural talent, they need to believe that they possess the talent of reaping success. It is suggested, in order to promote growth mindset in learners, one has to encourage learners to put more effort, cope better with setbacks and accept failures as encouragement to develop positive attitudes and to acquire effective communicative competence. "Reference to one's own achievements and subsequent developing of a sense of personal progress may help to nurture a growth mind set" (Sarah Mercer & Stephen Ryan, 2010, 442). Mindsets affect the whole system of the individual. It has the capacity to interact with all key factors of the mind as strategies, motivation, personality, proficiency, self concepts, proficiency and aptitudes.

Human mind is filled with descriptive concepts. Thinking is the best tool to furnish the mind with elevated concepts (De Bono,1995). "Our experience forms certain concepts, patterns and organizations. We follow along this pattern. In order to progress we may have to backtrack and change to another pattern which is more appropriate for the conditions"(De Bono 1995, p. 51). The mind is using and creating patterns to make sense of the world and to live. Once it starts forming a pattern, it continues to create the same sort of pattern automatically. But changing the pattern of mind is necessary from time to time to tackle a number of situations. New patterns are needed to tackle the demands of everyday life.

Educational and Cultural Background Vs Attitude in Acquisition

Learner variables such as aptitude, attitude, motivation, ethnocentrism, authoritarianism etc. play a prominent role in second language learning. A number of researchers emphasized the role of aptitude and motivation in the second language acquisition e.g. Anisfeld and Lambert ;Feenstra ,Gardner ; Gardner and Lambert; Lambert et al. "Learners who have strong ethnocentric or authoritarian attitudes or who have learned to be prejudiced towards foreign people are unlikely to approach the language learning task with an integrative outlook" (Gardner and Lambert, 1972, p.16). Aptitude of learners in second language learning varies from individual to individual. Working memory has the capacity to control and maintain attention especially in the presence of irrelevant and distracting stimuli (Miyake, Shah). A favorable attitude towards target learning influences learners' motivation to acquire and improve second language. Students with traits of imagination, placidness and low anxiety score high in written communicative competence (Bartz , 1974). Favorable attitude influences the motivation to learn English positively. Most of the students desire to learn English to get a job. They do not have integrative motivation but instrumental motivation. The present research focuses on providing integrative motivation to establish the growth mind set through which it aims to develop the writing style of the learners. A sort of fundamental process of creativity was seen in each of the process.

Using Lateral thinking techniques practically to enhance second language communication

a) Focusing on improvement
1) Clear focus on the process and choosing sub focuses.
2) Challenging the existing methods of thinking and existing concept.
3) Utilizing escape provocation to escape from the existing grooves of thinking.
4) Using stepping-stone provocations for the change in the system.
5) Using the concept fan method for major reconsideration of performance explores improvement in lateral thinking.

b) Providing problem solving activity
1) Focusing on the problem to provide own definition.

2) Providing alternative definitions to the problem.
3) Challenging the definition, presentation of the problem, existing thinking, the shaping factors of thinking and basic concepts in the mind.
4) Using fixed points and alternatives for simple problems and concept fan for creative efforts.
5) Using escape type of provocation to escape from old approaches;
6) Using stepping stone provocation for radical thinking;
7) Using random word technique to find a different approach to solve the problem and to provide innovative new ideas.

c) Demanding to approach tasks with lateral thinking attitude
1) Using filament technique at the beginning may lead to use appropriate techniques to explore lateral thinking skills.
2) Emphasizing on desires induces wishful thinking provocation that may assist the mind to tackle tasks differently.

d) Using designing technique to explore lateral thinking attitude
1) Stratals at the initial stages insists on the requirements of the task.
2) Filament technique as second step paves way to realize the requirements of mind to explore lateral thinking skills.
3) The random word gives fresh approaches.
4) Challenge the existing concepts; challenge to normal thinking during the creative effort
5) Using escape provocations leads to explore the different design.

e) Providing green field situations in lateral thinking attitude
1) The use of random word gives a starting point.
2) Use of stratals allows new ideas to emerge.
3) Wishful technique also provides a good place for lateral thinking in greenfield situations.

f) Exploring opportunity to explore lateral thinking
Opportunity can be treated as other techniques providing Greenfield situations and task.

g) Tasks Demanding invention
Opportunity, green field situation, and task determine the invention.

h) Insisting blocked /stagnation technique
1) When there is no new ideas random technique could be used to produce new ideas.
2) The escape provocation would be useful to move away from the old traditional thinking.
3) Wishful thinking steps help to open up new directions for people.

i) Increasing conflict
1) To tackle the conflict a number of techniques could be used.
2) Focus the creative needs, use the techniques used for problem solving, green field situation, design and task.
3) Design to move the thinker to move forward differently.
4) Initiate the fresh approach by using Random word to open up the new directions and new techniques. Challenge and escape provocation could be applied to the current thinking situational conflict and to locked-in-situations.

j) Implementing Strategy
1) Strategical technique can best be treated as design and task.
2) Challenge is a powerful technique to treat planning situation.
3) Sub-problems and fresh focuses can be considered.
4) Fixed points and alternative techniques are valuable at various points in exploring lateral thinking strategy.

k) Inducing Planning technique
1) Planning for flexibility is taken into account. "one should plan to be in a position to change just as much as one should plan to be in a certain position".(De Bono,1995,p.120).
2) The plan is to maintain the flexibility to proceed the plan; plan to change the points; plan to achieve the change and plan to abandon the plan if things went wrong.

A Model to implement Lateral Thinking skills and increase second language learning.

As the sub-title indicates, lateral thinking is used as a tool to develop language proficiency in L_2 learners. The centrality of the model of this study is the combination of teaching language and lateral thinking skills. The first aspect of the model is the process of the acquisition of knowledge and language related to both the factors of language and thinking skills. The major factors that influence the acquisition process of language are cognitive maturity, the linguistic knowledge and learning contexts. The learning contexts include teaching methodology, learning environment and materials used for teaching. Learners bring the knowledge of social learning experience as background to the class. The next aspect of this model is the process of acquisition of the lateral thinking skills. Implementing lateral thinking skills to break the influence of background knowledge patterns. Lateral thinking skill has a number of sub skills. The prominent factors of lateral thinking ability is generating alternatives, changing patterns, creating new concepts and reaching the goal in an unusual way. The sub skills and methods of attaining these features are discussed in the previous sections. The goal of lateral thinking is breaking the fetters of old ideas and attitudes and forming new ideas. All these skills are discrete in nature when applied to specific tasks. These skills influenced the unnoticed cognitive activities also. The final step to reach the lateral thinker state is reaching the objective by using a number of strategies and techniques that suit the demands of the situation. Finally everything that is learnt has to be applied in new/different contexts and only then the person can be called as lateral thinker.

A 40- hour classroom experiment, undertaken for the present research, is assessed systematically to observe the improvement in lateral thinking skills and subsequently to view the development in language production.

A unique educational framework to empower thinking skills is needed to increase the balance between mind and the real world. Learning occurs when the mind makes connection between known ideas and information. Therefore knowledge is constructed by the thinking process (Gleitman,1995). By stimulating the thinking process, knowledge of language system and the ability to use the knowledge in communication would be increased (Nelson et al.). Bloom in "Taxonomy of Education" includes thinking skill as one of the important factors in the education. He includes thinking skills, knowledge, comprehension, application, analysis, synthesis and evaluation. George L.Grice ; M. Anway Jones(1989) insists on the importance of including thinking skills in the curriculum by saying that "...thinking skills are a valuable component in the development of our students, it is time that we implement those skills into our teaching as well as into our curriculum" (DeBono,1985, p.341). Beyer (1987) Thinking skills motivate learners to learn and increase better learning of the subject. Ruggiero(1988) explains that "teaching thinking is a course emphasizes the process that give every subject its vitality-

hypothesizing, interpreting, seeking alternative views, raising questions, evaluating and discovering. That emphasis to create excitement and encourages involvement" (p.12). David Moseley et al.(2005) Types of thinking that covered in thirty five noted frameworks are, Self engagement(p.19), Reflective thinking(p.29), Productive thinking(p.35),basic thinking skills(p.33), Knowledge recall(p.27), Perception(p.13) etc.

Methods to implement growth mindset in the process of the mind
Task 1

Task:	Write twenty short messages conveyed in the cartoon
Rationale:	To enhance the ability to connect ideas with the image and to increase the creativity
Code complexity:	As the complexity was in visualized image, there would be no linguistic complexity also.
Cognitive complexity:	Though the images were the representation of common life, identifying a number of concepts and messages were demanding and so it required a meaningful creativity. Twenty minutes were given to complete the task.
Procedure:	The learners were given oral instruction along with the written instruction projected on the screen. The images related to everyday life were shown to the learners and they were asked to identify a maximum number of messages conveyed in the picture. They were told that there were no restrictions for their creative response but were asked to relate image with the information they conveyed.

The assessment of the learners' performance is presented in the following Table 1 and the Fig. 1.

Analysis of the responses

Results of this task showed improvement in the performance of the learners than the previous task. Eleven learners scored Grade E whereas remaining learners have fulfilled the demands of the tasks to some extent. Learners' response to this task confirmed the initiation of accepting intake in the mind of learners to reach the objective of this task. Setting provocation technique was initiated in the minds of the learners.

The learners were able to attempt the task by using their thinking skills and language ability. The responses showed that learners were able to find a number of information from different perspectives whereas very few were not able to think independently as they were afraid of their proficiency level. 1.5% of learners expressed their views through messages from various perspectives and their expression of language was also appropriate so they were given Grade A. 9.1% of learners scored Grade B because errors existed in language but were less in number. Concept chosen by the learners was relevant but a incompletion was found in the performance. Various possible explanations were provided. Though few errors were found the ideas were communicated clearly. A good number of vocabularies were used. Reponses of 31.8% of learners were neutral in all demanded aspects and stood average in their performance so they were provided Grade C. Though ideas were expressed there were mistakes in sentences. Concepts were partly creative. Responses of 40.9% learners were given Grade D as there was more number of grammatical errors in the sentences. Performance of 16.7% of learners was worse; a more number of errors were seen in the language; concept was irrelevant and unrealistic. So they were given Grade E. Total mean score was 2.38 and standard deviation 0.924.

Task 2

      a. Write words related to the scenes from a cartoon movie
      b. Identify the main information conveyed

Task:	Identifying main information.
Rationale:	To activate the innate skills.
Cognitive complexity:	Learners had to relate the existing knowledge with the given context. Though learners have done few similar aspects earlier, finding messages from a video clipping in this was challenging for them.
Source:	A video clipping was downloaded from internet (www.youtube.com)
Communicative pressure:	This task demanded learners to complete two tasks together within fifteen minutes. Hence, communicative pressure was quite higher than the previous task.
Procedure:	The learners were shown two scenes of a muted cartoon film. The following instructions were given to the learners,

- Write words related to the video
- Write ten messages conveyed through video
- Try to use words from word web to convey your messages
- Fifteen minutes would be given for the task
- Twice the video would be shown(4 minutes)
- Express the ideas you found from the videos
-

The assessment of the learners' performance is presented in the following Table 2and the Fig. 2.

Most of the learners showed a better improvement in appropriate use of lateral thinking technique and language skills. Learners' involvement in the tasks showed their desire to improve their proficiency level. 18.2% of learners expressed their views from various perspectives by using appropriate language of expression and compared a number of themes by using appropriate connectors. Their scores for the performance were matched with the scores given by the researcher. 31.8% of learners included a number of aspects were in the checklist and matched with the evaluation of researcher to certain extent. Responses of 28.8% of learners were scored Grade C. Only 4.5% of learners failed to fulfill the demands of tasks whereas others fulfilled the expectation to a good extent.

Task-3

Task:	Completing the tasks by including the social concern of an individual through subjective view
Rationale:	To bring out direct points of views
Code complexity:	As the topic was a general one it was not complicating.
Cognitive complexity:	Though performing situational speaking task was not a new task for the learners, preparing an appropriate conversation in the social context appeared a challenging one. Learners had to comprehend the topic; predict the consequences and come up with interesting conversation for the context. All these enabled activating creative and lateral thinking skills further in the learners.
Source:	The topic was chosen from the life situation
Procedure:	Learners were given the following instructions

- The title "escape of the culprit"
- Write a conversation based on the title
- The conversation must be between two members.
- The conversation can be either sharing the experience or performing the experience as role play.
- Subjective view should be used in the conversation.
- Time limit 15 minutes

The assessment of the learners' performance is presented in the following Table 3 and the Fig. 3.

Critical analysis of responses

Learners came up with innovative ideas.   Most of the conversations were good but brief. Four learners set provocations and produced socially realistic concept in effective language. Twenty learners set provocations and used alternative techniques but views were mixed, creative responses were presented; dialogues showing the subjective points of views were comparatively less to Grade A learners and they were Graded B. Responses of twenty five learners were average, dialogues showing subjective views were comparatively less to Grade B learners; planning technique was not incorporated properly and few errors were found in the language. Hence they were given Grade C. Though responses of eleven learners were filled with some errors in the language, a sign of designing technique was found in the concept formation and hence they were given Grade D. 74.3% of the responses reflected the learners' enhanced ability to complete the task with relevant conversation demanded by the task. It was found that some of them forgot few dialogues that they had planned. Language of the learners was error free to some extent and the form chosen for the task was suited to the chosen context. As the conversation of the learners reflected the expected task demands it could be said that the learners gained the ability to think beyond their experience and express their ideas briefly in suitable language. It stood as one of the proofs for the enhancement of lateral thinking ability in the mind of the learners.

Task 4

Task: Conversation from objective point of view
Rationale: Enabling the link of memories
Code complexity: As the topic was already given for another perspective in the previous task the code complexity was not high.
Cognitive complexity: Though the learners were familiar with the topic, thinking from objective point of view was quite demanding to the tertiary level learners.
Source: This is a continuation of the previous task. The same source was used
Procedure: The learners were given the following instructions orally and were also written form.

- Think and fulfill the demands of the task
- Prepare a conversation from objective point of view for the title "escape of the culprit"
- The conversation may be either sharing the experience or enacting the experience.
- Choose a partner for the task
- Writing is suspended in this task. Each one should speak from the memory.
- Discussion would be allowed for ten minutes

Expected response: Learners were expected to bring out their social concern and new ideas for possible application in an effective language in the conversation.

The assessment of the learners' performance is presented in the following Table 4 and the Fig. 4.

Critical analysis of responses

Fifty three learners scored three and above points. They tried their best to give expected performance. The others attempted but could not provide point of views in their conversations. They ignored the instruction regarding point of views and concentrated only on the completion of the task. Those who got Grade D showed poor performance as they included very few dialogues. Since learners performed a few situational speaking tasks earlier in the study, performing situational speaking task in task 9 was not new to them; the title was simple which they would have heard or experienced earlier but including their point of view in the conversation was a new one. It made learners to challenge the demand. However, most of them completed the task but still they were graded low because they had not succeeded in including the points of view. The cognitive pressure made them to focus only on the completion of the task. Therefore it could be said that their level of lateral thinking skills were improved.

Task-5

Task:	Searching for alternatives.
Rationale:	To enhance the level of confidence to implement lateral thinking ability in demanded situations.
Code complexity:	As the same video was shown code complexity was not much higher.
Cognitive complexity:	The learners were expected to comprehend the language and concept used by the characters in the short film. They were supposed to watch it meticulously in order to comprehend, analyze, and distinguish the facts and find possibilities to find suitable alternative end for the story. Therefore, cognitive complexity of this task was challenging than the previous task.
Communicative pressure:	Learners were not given time for the preparation. They were given topic on the spot. They were asked to discuss the story and provide an alternative end for the story through the discussion. Hence communicative pressure was considered as higher.
Source:	A short film was downloaded from the internet. (BBC videos)
Procedure:	Learners were shown a short film in L_2 and they were asked to observe the language content and gradual development of conversation presented in the film. The following instructions were provided to analyze the appropriateness in the end of the story

- Find an alternative end for the film.
- Look at the film from various points of views.
- Discuss the film from various perspectives.
- Include the point of views in the discussion.
- Summarize a number of possibilities found at the end of the discussion.

The assessment of the learners' performance is presented in the following Table 5 and the Fig. 5.

Critical analysis of responses

Learners were able to comprehend the purpose of the task. Their language responses were graded. Though the cognitive complexity and communicative pressure were high they were able to think

innovatively and put forth their views. Almost all the learners were able to put forth their point of views coherently. A very few of their views were very much suitable for the film. All of them were successful in finding alternatives for the bottom line of the film from various points of views and perspectives. Their discussion was also remarkable. Responses of sixteen learners were given Grade A, filament technique and stratals were found in their presentation of thought, and errors free language was seen in the discussion, accepted the views of others by adding few more suggestions for their thoughts. Responses of thirty one learners were given Grade B because they considered the views of others and added other points to reinforce their ideas; turn taking was done with enthusiasm to present their ideas. No domination and argument was found but few errors were seen in the presentation of ideas. Responses of sixteen learners consisted of alternatives and concept fan techniques. Turn taking in the discussion was done with involvement but some errors were found in the use of tenses. So they were given Grade C. Responses of three learners were given Grade D because errors were found in their language and the confidence level was low. They controlled their thoughts and preferred to express very few of them thinking that they may go wrong. Totally 24.2% of learners scored average marks and 71.2% of learners scored above average level of grades. Only 4.5% of learners scored below average level of scores.

The relevance of the response showed improvement in the thinking ability of learners. Reorganization of ideas, visualization of the events to view the appropriateness of the new idea etc., exhibited their enhanced skills. The learners' ability of managing the situation by adopting a number of views from others, adjusting with others attitudes, and noticing points from every individual presentation showed their goal reaching attitude. It was assured that learners had started reaching the expected goal of their discussion. The transferable independent skills were developed as part of training lateral thinking strategies. The application of the learnt skills in new contexts was enhanced. The whole process of the framework focused on lateral thinking that led to language development and learner autonomy. Above all, the approaches based on the thinking process provided lasting abilities to communicate. The meticulously designed instruction and tasks met the learners' interest and cognitive levels that led to progress during the process of acquiring skills. Learners working together solved linguistic problems while co-constructing the language. The opportunities to talk and interact in the second language allowed learners to re-organize knowledge in communicative aspects of language. It made learners active and led them to contribute to a great extent in communication.

Conclusion

The learners were trained in lateral thinking skills from the initial stage of the course. It helped them to adopt the strategies needed to respond to the tasks. It has been found that it would not be possible to teach thinking skills in terms of theories. Enabling procedure of education provided young people the opportunity to realize their potential in the form of understanding and ability. The provided innovative language modules enhanced the lateral thinking skills of the learners. Tasks related to the real world and the demand for meaningful language engaged students in the systematic process of completing the tasks without noticing much of anything about the language they use. Through task based learning approach lateral thinking attitude was implanted in the minds of learners. The study proved that enhancing learners' lateral thinking abilities would enhance the language proficiency and the learning ability. Examinations of these issues led to give training for implementing lateral thinking skills. As all the tasks called for effective use of cognition, learners adopted different strategies, expressed their ideas in the required language and changed the mindset. It helped learners to achieve two goals simultaneously: lateral thinking attitude and English language proficiency.

Tables and Figures

Table 1 Learners' responses to task-1				Fig.1 Learners' responses to task-1
Marks	Number of Learners	Percentage of learners	Cumulative Percent	
1	11	16.7	16.7	
2	27	40.9	57.6	
3	21	31.8	89.4	
4	6	9.1	98.5	
5	1	1.5	100.0	
Total	66	100.0		

Fig.1 Learners' responses to task-1

Table 2 Learners' responses to task-2				Fig.2 Learners' response to the task 2
Marks	Number of Learners	Percentage of learners	Cumulative Percent	
1	3	4.5	4.5	
2	11	16.7	21.2	
3	19	28.8	50.0	
4	21	31.8	81.8	
5	12	18.2	100.0	
Total	66	100.0		

Fig.2 Learners' response to the task 2

Table 3 Learners' responses to task-3				Fig. 3 Learners' response to the task 3
Marks	Number of Learners	Percentage of learners	Cumulative Percent	
1	6	9.1	9.1	
2	11	16.7	25.8	
3	25	37.9	63.6	
4	20	30.3	93.9	
5	4	6.1	100.0	
Total	66	100.0		

Fig. 3 Learners' response to the task 3

Table 4 Learners' responses to task-4				Fig. 4 Learners' response to the task 4
Marks	**Number of Learners**	**Percentage of learners**	**Cumulative Percent**	
1	1	1.5	1.5	
2	12	18.2	19.7	
3	24	36.4	56.1	
4	21	31.8	87.9	
5	8	12.1	100.0	
Total	66	100.0		

Fig. 4 Learners' response to the task 4 (Mean = 3.3?, Std. Dev. = 0.?, N = 66)

Table 5 Learners' responses to task-5				Fig.5 Learners' response to the task 5
Marks	**Number of Learners**	**Percentage of learners**	**Cumulative Percent**	
2	3	4.5	4.5	
3	16	24.2	28.8	
4	31	47.0	75.8	
5	16	24.2	100.0	
Total	66	100.0		

Fig.5 Learners' response to the task 5 (Mean = 3.91, Std. Dev. = 0.818, N = 66)

Appendix - Sample cartoons used for the tasks

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E M -Learning: An Innovative Teaching in Using Email and SMS to Enhance the Vocabulary Skills

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Introduction

Email Learning and Mobile learning or m-learning, is a new concept, and is very closely related to e-learning. A portable device that supports learning may be freely moved, but learner is mostly stationary, even though they are using a Computer with internet facility or mobile phones. When people access information via different tools, there is still much usability, compatibility and accessibility related questions that hinder faultless mobility.

In EM- Learning, Computers and Mobile phones plays an inevitable role and they are relatively cheaper and can be owned and used by every individual. The widespread use of these wireless technologies amongst students has led us to consider how this technology might help us to improve the motivation of students and help in teaching. This study makes a path to find out the potential of using Emails and Mobile phones in teaching vocabulary in English. In this innovative approach, every day a new word and the exact meaning of the word with its usage in various parts of speech will be mailed or messaged by the teacher to the group of students. So this makes the student to understand the real meaning and usage of the word and how it can take it various forms from the root word which is coined by language experts.

During the initial stage of EM- Learning, computing the expensive mainframes dominated the educational field to make administrative and managerial tasks easier. Secondly there was the advent of desktop computers, which were also called personal computers (PCs).Schools introduced computer literacy courses for students to learn about the technology and how to use it. Then come to the development of the Internet and the World Wide Web (www) and it ruled all over. The fourth and the current phase involve the use of
palmtop computers, Tablets and Smart mobile phones.

EM-Learning is implemented on Laptops, palmtop computers, Tablets or Mobile phones. The distinction between the two types of devices is becoming less and less obvious. Most palmtop computers and Tablets now include mobile phone functions. Similarly, mobile phones now have palm-like functionalities such as calendar, database, scheduler, alarm clock, etc. These are often referred to as 'smart phones'. The use of Emails and SMS text messaging in Education is also used to complete exercises which facilitate learning and to complete assessed work in creative sense.

EM-Learning: Informal learning and constructive learning.

EM-Learning could be thought to be a form of 'informal' learning. Informal learning is possible in anywhere and anytime. In fact, this type of learning happens all the time. EM- Learning is through interaction with others with the help of wireless technologies. Much of the learning that takes place in organizations is informal, outside the structured learning programs: asking colleagues for help; searching the network and Internet; and through trial and error. 'Constructive learning' is based on the idea that people learn by constructing new ideas based on their current and past knowledge. In other words, 'learning involves constructing one's own knowledge from one's own experiences'. Here, the

learners motivate themselves during the learning process to learn new word with meaning and usage. This attitude helps the student to come out from the fear which can be traced in most of the people in world except whose mother tongue is English. Since English is a Universal Language one should enhance his skills to express the thought and ideas universally. EM-Learning will urge the mind of the learner to learn new words everyday and it is possible for the dedicated language teacher to teach 365 new words to student throughout the year. Since it is informal and has a creativity students will also show an attitude to learn even in holidays.

In order to reach the opinion of the students the following questions should be answered by the students:

1. What are the opinions of students about the Email and Mobile -based learning system?

2. Are there any differences between before the usage and after the usage of EM- Learning by conducting tests/ making interactions among students?

3. What are the students' suggestions for the development of the system?

4. How often should the words be sent?

5. During which hours of the day should the words be sent?

Testing Methods

The settings required for carrying out the task is Emails and SMS text messages, a Windows-based program has been developed on a PC, called the Mobile Learning Tool (MOLT). The volunteer students can be selected randomly and willing to participate in the experiment. Before the beginning of the experiment it was checked that all the participants had Internet Connections and mobile phones . frequently, tests can be conducted by teacher to test the knowledge of the student.

Recommendations

Usually, a positive attitude can be seen in creative and smart classrooms. All of the participants expressed their satisfaction and enjoyment of learning away from the classroom with the help of the wireless technologies.

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Macro and Micro Strategies for Progressive Mastery of the Skills of Teaching English as Second Language

Dr. Kalluri Ram Chandra

Introduction:

Since teaching is both a science and an art, a teacher undergoes pedagogic metamorphosis over a period with exposure and experience. Just as a learner gets subjected to the processes of resorting to *Interlanguage* (Selinker 1972)which is popularly called developing *interim grammars* while learning any foreign or second language, a teacher also acquires insights into various linguistic phenomena and their use with tacit recognitions, *reflection-in-action* and *reflection-on-action*(Schon 1987) in his/her classroom interactions. As has been established, teaching is both a science and an art; language teaching is an intricate process involving segmental and supra-segmental elements. Mere dumping of the rules of language does not serve the purpose since language teaching should make the learners linguistically aware and communicatively competent.

English language teaching has come a long way from methodology to reflective practice. It is a common practice in language   pedagogy that most of the second language classes get conducted with a combination of different methodologies without confining themselves to any single method. It may not be out of place to state that many teachers of rural background in India have not got exposed to the concepts related to the documented methods of language teaching till recently. With the advent of applied linguistic research and the introduction of communicative language teaching, the focus is on the process of acquiring language skills and the very curricula have been designed in such a manner that the acquisition of language skills is accorded a higher position compared to the mastery of the rules and mechanics of the sentential construction and execution. Listening, Speaking, Reading and Writing form the basic language skills and as a teacher, one is expected to make the learner acquire insights into the processes of administering mechanisms of utilizing the linguistic input acquired till now in a relevant way in different contexts. This phenomenon leads on to making the learner linguistically resourceful.

Basic Parameters of Communication:

 A teacher is expected to consider the following parameters from the stand point of his or her own understanding of linguistic phenomena. In other words, the felicity of expression and proficiency, if not difficulty, levels of different parameters without getting subjected to pedagogic ego marring or dogging the individual.

1. **Orthographic parameter**- spelling
2. **Semantic parameter**- knowledge and clarity of meanings of words including denotation and connotation
3. **Syntactic parameter**- sentence construction
4. **Stylistic parameter**- the way of expression including contextual use of words
5. **Phonetic parameter**- Spoken expression
6. **Pragmatic parameter**- Logic and elements of Interactive construction of a discourse.

Macro Strategies for development of pedagogic skills:

The following are some of the Macro Strategies for development of pedagogic skills

➢ When a teacher takes up the task of teaching a language, he/she has to identify several cognitive and behavioral aspects through which the pedagogic operations go on.
➢ The teacher is expected to understand the heterogeneity of the class to be handled.

➤ The teacher should project various situations and interactive items that may arise and should start preparing for those elements.
➤ *Teachers shall try to recapitulate the linguistic tight corners that they had in their student hood and try to compare the linguistic challenges he/she had with those of his/her own students*
➤ The teacher has to realize that linguistic up gradation takes place in a phased manner and should try to give the required vocabulary and contextually relevant expressions to the students.
➤ The teacher shall never forget that he/she stands as a role model for the learner, the very source for emulation, and hence before making value judgments on the performance of the learners the teacher shall look in to his/her own style and level of functioning in a given linguistic situation.

Even though, there have been certain endeavours on the part of the Governments and the managements of academic institutions with respect to training the teachers in order to develop professionalism in teaching community and to make the pedagogic practitioners adept in handling the teaching learning processes, best results are yet to be realized. The alacrity on the part of the teachers for self development is also a major factor. The author advocates that teacher development is more an individualized phenomenon rather than a group task while concurring with the concept that the training programmes offer a lot of motivation. Teachers should realize the fact that preparing for the regular classes based on the syllabus is not only a professional compulsion but a gateway to acquiring insights into various linguistic aspects. On the other hand, the teacher shall not confine oneself to the curricular elements only but shall have wide reading.

Exposure chart for individual reckoning:

Teachers can prepare an exposure chart based on their reading etc.

S.No	Date	Broad area	Item/ Task/ Concept	Primary Learning	Reinforcement/ Consolidation	Assimilation scale	Attempt Contribu-tion to the item	Time Taken	Remarks

Based on the insights acquired or the level of the exposure, the teacher shall record the observations which stand as a ready reckoner for the self-development

The following Micro strategies may be of use to the budding teachers

1. List out a minimum of 20 situations like inviting, leave taking, disagreeing etc. and prepare certain conversations on your own.
2. Make a random list of 100 words and pronounce them. Refer to the dictionary and check your own pronunciation.
3. Have a random pick up of 50 sentences every day from newspapers and such other authentic materials, and analyze them syntactically.
4. Rewrite the sentences in your own words and compare the sets of sentences with the original ones in terms of Vocabulary, Sentence construction and Style.
5. Select 40 words a day from news papers and such other authentic materials and attempt at compiling two synonyms and two antonyms for each of those words.
6. Listen to the lectures delivered by experts and try to compare your current approach to taking up a topic and those of theirs.

7. Listen to the radio or TV news and attempt at writing news items without copying even a single sentence presented in the said news programme. Technical words used can be employed. You can draft and redraft up to a maximum of three times for achieving your final draft.
8. Take up all across the table discussions in English in the real life also.
9. Check your reading speed at regular intervals and improve it to suit the academic challenges you are going to face.
10. Be very strong in fundamentals such as verb concord, use of conditionals, tense, use of parallelism, proximity etc.

It is observed that the teaching learning process in India, may be in many third world countries, is still content based to a large extent. But it is incumbent on the part of every teacher to take up skill based approaches since the learners should be prepared to face the stiff competition in this techno-economic world. Hence, the teacher should be well equipped and dynamic. While acknowledging the efforts made by the experts advocating the Content and Language Integrated Language Learning (CLIL), the author would like submit that the strategies and integration of Content and linguistic elements be balanced. In other words, the efforts should not lead once again on to the mind set that Message is important but not the medium which carried it.

Conclusion:

Considering the above, it is to be understood that the mastery of teaching language skills takes place in a slow and steady manner. The teacher should understand that it is a natural process which has to be acquired through natural methods. The teacher should come out of hallucinations (if any) that it takes place through acquisition of rules and with the knowledge of methodologies. Of course, the knowledge of the principles implementation of government and binding and the concepts related to methodologies help the pedagogic practitioner plan the class properly. But, the execution of the teaching plan can be realized only with the felicity of expression exhibited by the teacher.

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