



**International Journal of English:
Literature, Language & Skills**

IJELLS www.ijells.com

ISSN 2278-0742, VOLUME 2 ISSUE 1

APRIL 2013



EDITORIAL BOARD

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EDITOR'S NOTE

Dear Contributors & Readers,

We proudly present a whiff of freshness through our section of poems. Also included a gamut of articles in all the three major areas. A myriad of perspectives, concepts and research presented through the intellectual mindsets of our contributors makes a very interesting reading.

The poem section carries, A Shop, very reminiscent of our lives and homes. The following four poems are the angst of the writer on an issue close to their heart and they were influenced by.

Literature section saw a collection of papers, few of which analysed books and stories tempting the reader to surely have a go at the books they have written about.

The Language Teaching section saw a curiously interesting mix of articles, with the conscience of an English Teacher/Trainer reawakened towards their roles in the bigger game of language acquisition.

Communication Skills section reinstates the importance of this area in our professional spheres.

We are happy to bring to you the April 2013 issue of IJELLS. Happy reading!

-Editor

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POEMS

A Shop

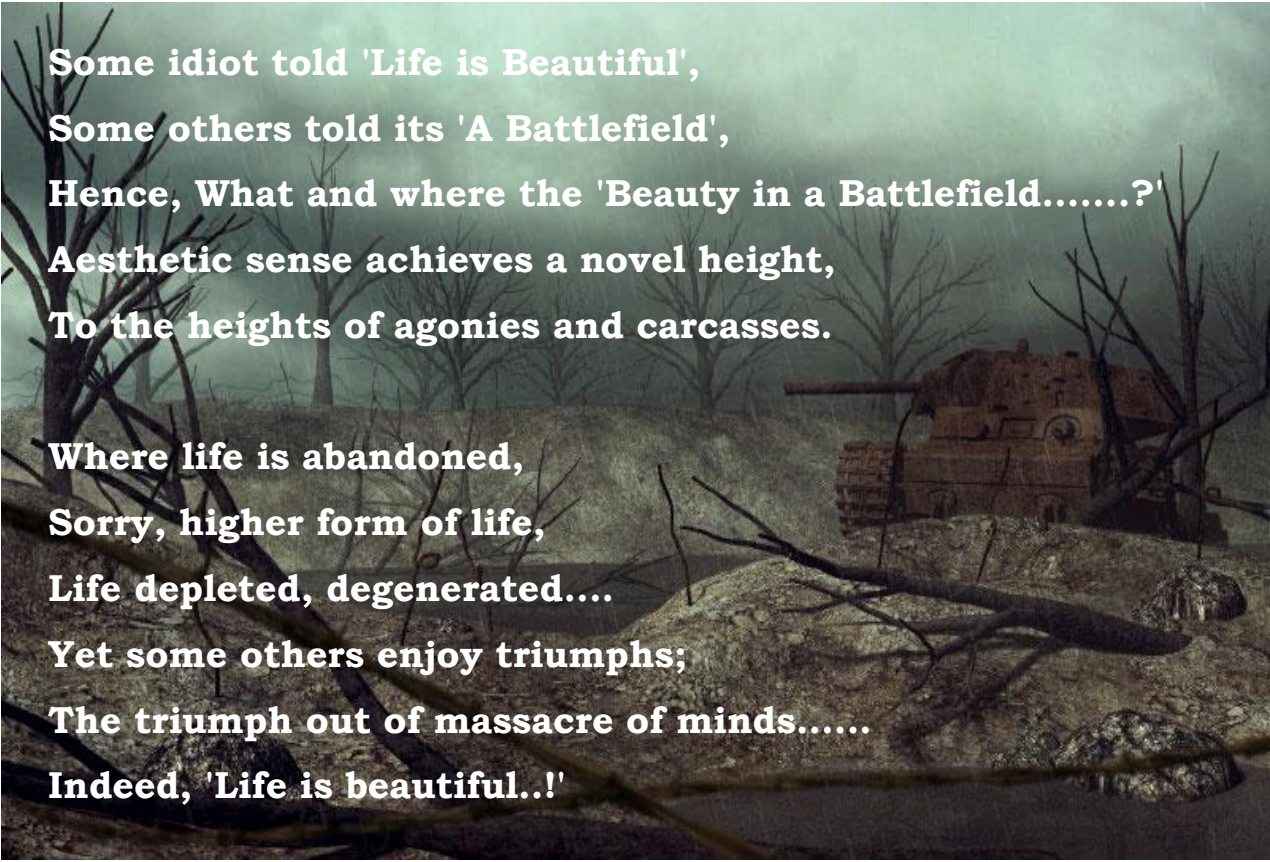
Dr. V. H. Asudani

I have set up shop
 In a prime locality
 In the town
 With diligence
 I have invested all my intelligence
 The shop is kept open
 From morn to late night
 Hopeful eyes
 Wait and wait
 No one turns up
 No one even climbs to make enquiries
 Days, weeks and months pass
 All the commodities of shop
 Are kept with proper care
 Slowly
 Dust begins to settle on them
 I try hard to keep them shining
 I know
 They are precious
 I have invested
 Every second
 Every penny
 Every drop of blood
 Every comfort
 Every thought
 Every feeling
 Every beat of heart
 Every breath
 Every drop of sweat
 To get the things in shop
 One day
 Sitting by the counter
 Looking at showcases
 I felt
 All these things
 Have been rendered useless
 Or
 Nowadays
 People don't need them
 All the things
 Are dearer to me
 Than my life
 I cannot cast them off
 Nor put them on sale
 For discounted price



Is Life Beautiful?

Anoop J. Antony



**Some idiot told 'Life is Beautiful',
Some others told its 'A Battlefield',
Hence, What and where the 'Beauty in a Battlefield.....?'
Aesthetic sense achieves a novel height,
To the heights of agonies and carcasses.**

**Where life is abandoned,
Sorry, higher form of life,
Life depleted, degenerated....
Yet some others enjoy triumphs;
The triumph out of massacre of minds.....
Indeed, 'Life is beautiful..!'**

Let Go

Dr. Gulfishaan Habeeb

A lurking shadow through the night
Haunts me
Enveloping the horizon.

Thoughts ensnare me
Like a maze
In tentacles of dejection.

Whither flits the slumber?
Whither the light, the panacea
To embalm with its soothing touch?

By Cruelty haunted
In thought, speech and deed
Whispereth the soul –

Let go, Let go, Let go.
Until...Innocence zipped up
Unzipped for the world

To gawk in horror of war.

Or Terror?
Sadism spares not
The tender years.
Eyes shut forever,
The frozen smile in eternity
Laments the Terror
That stalks Life on Earth.

What be my pain?
What be my suffering?
What be my oppression?

To what the newspapers flash.

Let go, let go, let go
Whispereth the soul



**First public presentation of this poem was at the Hyderabad Literary Festival, 2013.
It was composed several years ago on seeing a picture in The Hindu newspaper of
tender Palestinian kids (killed in an Israeli attack) in see-through body bags with the
zip left open for, perhaps, the Press to take 'better' pictures.**

The Catastrophe of Connecticut

P.M. Binu

An insane, sad, sullen and serious, stormed,
Sandy Hook, caught by an evil spirit, armed,
With multiple rifles and went on rampage,
Slaughtering a score of angles to subside his rage.

The morning catastrophe at Connecticut,
Has left in our hearts eventually, a deep cut.
Speechless and devastated the mass stood,
On the soil of Sandy Hook, soaked in blood.

Dark clouds hovered in the sky leaving shadows,
Of death over the Newtown's idyllic meadows.
The people, heavy with hurt, shocked in grief,
Walked in the valley of despair in disbelief.

The angels in heaven cheered and began singing,
At the Lord's garden on Michael proclaiming,
The advent of twenty new angels like hailing,
From the sky to freshen the flowers blooming.

The media began the usual game; analysis, questions,
And doubts about the shooter's motives with comments,
But failed to focus on the root; the spiritual desolation,
Family relationships and moral values in disintegration.

Oh lawmakers, look at layers of frustration,
And not just the immediate provocation.
Discuss in detail the cause that spurred the act,
Find an eternal solution than just emotionally react.

Dear President, do justice to the tears, you shed,
And protect your land from further bloodshed.
Be brave before the bloodsucking Big Shots,
To save the little ones from further bullet shots.

Cradle not he corporate creed of the pro gun,
Lobby, nor bear their bags like a beast of burden.
Arm not the teachers, as they argue to further,
Avoid bloodshed in classrooms in future.

Amend the laws and issue a stringent decree,
To save your subjects from such a shooting spree.
As the Lord never gives the horse, horns
Give not the young chaps, any fire arms.

Dear parents! Spend the nights at home and dine,
Than falling in pubs at Bacchus's feet with wine.
Lock not your kids with video games in chat room,
Where the evil will befriend them to groom.

Devils dive in to dupe the kids in darkness,
When the parents in taverns loose the harness.
The little ones, like cave lizards listen not a lot,
But hawk- eyed to look around and learn a lot.

When the Holy See, with no crook sinks in murky water,
The sheep jumps off the fold, wander without a master,
And follow the herd, like the rats lured by the Pied Piper,
Just to return to wreak havoc with minds freak and hyper.

Neither NASA mission nor the Iron Dome can ever halt,
Such dreadful disasters, when the parents are at fault.
Focus on earth with a family strengthening mission,
And disarm the demons daring the world with no vision.





The Spurious Religious Books

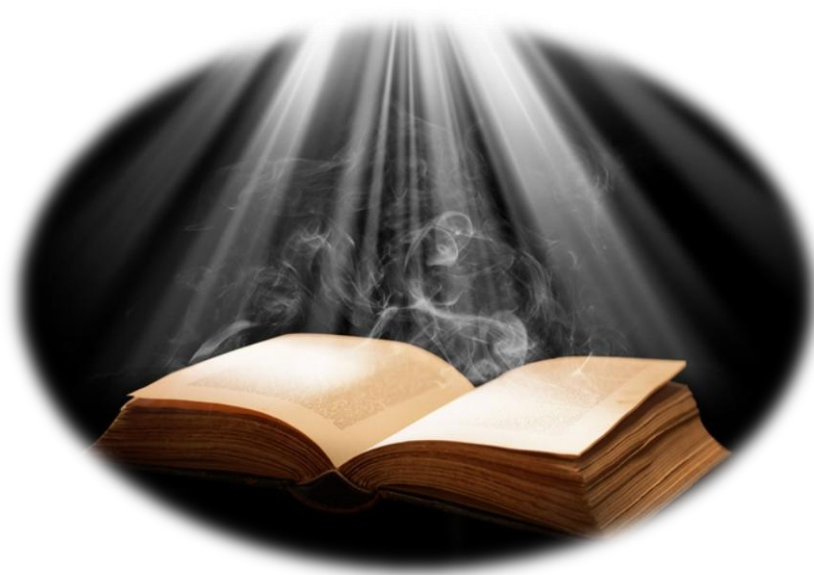
Ghansham S Baviskar

The spurious religious books is their autonomous constitution
 And the temples hereditary fortification;
 Mortifying the colonized all to fortify the cleric all.
 Through mantras' wall
 They evoke all and curb
 And that then cause the fall,
 Not in an imaginary heavenly orb
 But in the devilish superstitious hall;
 The devil waits there in its mysterious hell
 And thus, becomes the cause of fall of all.
 Priests are the supreme judges;
 And the words they evoke cause the great blow
 Not to their flow but to the humanitarian glow....
 They perform tantras with heavenly laws of mantras;
 And clasp the human hearts in the superstitious hearths.

The priests are swindlers and the devotee clients....
 To be silenced meticulously in the religious muck
 Where they perform the ritual and tuck
 With the doors shut
 Eyes closed
 And rays kept out
 To pursue the dark dusky den of religious authority
 That curtails the entire humanity....
 They perform the ritual as they acclaim it is the authority high
 And that then the entire race fie...
 The so called earthly gods haunt the brethren;
 Shackle them permanently in the religious chain
 Where they over the unquestioned authority,
 That is vain...

The god is called great and the priest greater
As they fetter the human beings in their religious shutter...
Where the priests run their certified trade...
And rise higher as per their religious grade.

They are earthly gods
And to worship them is the unquestioned duty of all...
They are the foundation of religious autocracy
And the ladder to caste hierarchy
They are bhundu in the name of Sadhu;
Smearred with ashes
To bonfire the clashes....
They have colonized the mankind
To obey their order
And maintain the religious hegemonies ladder....



ENGLISH LITERATURE

Alienation – Its History and Contemporaneity in American Literature

Dr. A Sandhya Reddy

Sense of Alienation

The evolution of mankind has witnessed the painful awareness of alienation at every stage. In Man Alone, Eric and Mary Josephson write:

In its panorama of disorder and change, history offers plentiful evidence that men in times past also felt no small uncertainty about themselves and their identities suffered no little anguish of gloom, despair and feelings of detachment from each other (16).

Therefore, the theme of alienation – of estrangement, of a sense of outcastness and loss is an archetypal theme in human life and history. The very fact that man is an eternal stranger in this world, not of his own making, vouches for the above opinion. Man's loss of individuality and independence, his impoverishment, his estrangement from his fellow men are so many aspects of man's alienation from his true nature.

The verb "alienate" literally means to make "strange", "to make another's". However the word has diversified meanings. Many philosophers, theologians and scientists have dwelt on alienation and given it much thought. Erich Fromm talks about alienation in his book The Sane Society and defines it as:

..... a mode of experience in which the person experiences himself as an alien. He does not experience himself as the center of his world, as the creator of his own acts – but his acts and their consequences have become his masters, whom he obeys, or whom he may never worship. The alienated person is out of touch with himself as he is out of reach with any person.

Today the processes that characterize life in industrial society ultimately lead to alienation in all spheres of life. Besides it is believed that alienation has developed not merely as a deplorable by-product of modern Western Culture, but that it is its very essence. In practice, the term has become an increasingly rhetorical and at times an entirely emotive concept, often synonymous with the feeling that "something is wrong somewhere" and that "we have lost something important". Life has no meaning; there is no joy, no faith, and no reality. Ironically man does not feel, reason or love even though he exists physically. It is essential therefore to consider the evolution and growth of the concept of alienation before looking at the contemporary experience of it.

The term 'Alienation' was used as early as 1807 by Hegel in his first book, Phenomenology of the Spirit; but it was only during the nineteen sixties that the term entered philosophical dictionaries. Hegel, a phenomenologist, makes multifarious use of the term *Entfremdung* meaning alienation. He observes that man feels alienated when he fails to identify fully with the social substance which is the objectification of the human spirit.

Karl Marx was fascinated by this aspect of Hegel's philosophy when he studied it. In "Philosophical manuscripts", 1844, there is an attempt to give the term contemporary

and human relevance. It begins with the premises that when physical compulsions do not exist, man shuns labour like the plague. The nature of labour is such that it blocks man's physical and mental energy, mortifies his body and ruins his mind. As a result man is alienated from the product of his labour and from his being. He is estranged from his self, others and his spiritual quintessence. It was only after World War II, Marxism and Existentialism sought common ground in discussions of alienation.

Fredrich Schiller asserts that man feels alienated when he fails to bring harmony between the condition of the time and his essential nature in idea, his Nature and Reason. Hartic Heidegger observes that to exist inauthentically is to be divorced from one's innermost being, to be alienated from one's own self.

Erich Fromm has been the most influential, intellectual proponent of the classical or Marxist concept of alienation. He analyses the condition of the alienated individual with psychological, sociological and philosophical insight in The Sane Society, Escape From Freedom and Beyond the Chains of Illusion. Fromm assumes that a scientific technological society aims at mass production and mass education and tries to reduce the individual to a non-entity. The therapy Fromm prescribes is love but that too, has lost all meaning owing to the degeneration of sexuality.

Therefore, the intensity and significance of alienation differs from philosopher to philosopher. As Richard Schacht has precisely put it:

... different writers find the separation they are concerned with significant for a great variety of different reasons. Some are considered morally or mentally important; some psychologically harmful, others socially disruptive; some personally unpleasant, others sources of insight. (254)

Therefore these thinkers opine that modern technological society tries to smother the individual personality. The individual who is sensitive to this retardation in such a society is bound to feel alienated. Walter Kaufmann in his brilliant introduction to Richard Schacht's, Alienation, states that the continuous obsession with this term is justifiable on the ground that the modern world consists of a large number of alienated characters.

Alienation is one of the most dominant themes in 20th century literature. Gifted writers as Eugene O' Neill, Fitzgerald, Faulkner, Dos Passos, Henry Miller, Styron, Albee, Updike, Baldwin, Ellison among many others have treated the problem of alienation in startlingly original ways in their novels and plays. Martin Buber has spoken of *verfremdung* in his long discussion of "the proliferation of the 'It-World' " in Part two of Ich and Du (1923). Later Bertolt Brecht developed an Anti-Aristotlean poetics and spoke of *Verfremdungseffekt* or *V-Effekt* or the alienation effect. After which Marxism and existentialism sought common ground in discussions of alienation.

By the middle of the twentieth century, alienation was a term that entered various branches of knowledge. It could be found in Theology, Philosophy, Sociology, Political Science, Economics, Anthropology, Literary Criticism and Psychoanalysis. It became a modern fetish, "a ubiquitous cliché and vague catchall" (Feurlicht 4).

It is a term that expresses vividly the mood and predicament of this age. The significance ascribed to different types of alienations, however, is subject to the point of view of the observer. To an existentialist theologian, Paul Tillich, estrangement implies alienation from God. Sartre, an atheistic existentialist, believed that alienation implied reification. To a social critic like Georg Simmel, alienation is to behold in it: 'A

manifestation of the inhuman life metropolis'. Walter A Weisskopt, a humanitarian economist, presumes alienation in economics to be a departure from a multi-dimensional approach to life. The psychologist, Karen Horney discerns in self-alienation the only concrete expression of alienation. In its current usage it denotes despair, nausea, a miserable feeling of helplessness, scorn and a horde of similar feelings. Alienation according to Feurlicht, "stands last in a very old line of similar forms of mental anguish" (4).

Though the term alienation is often taken to signify a modern malaise, it is, in reality, as old as human history. That man is an eternal stranger in this world, not of his own making, reiterates the fact that it is an age old experience. No one comes into this world of his own volition. He is simply thrown into existence. John Macquarrie in Existentialism draws a similarity between human life and a game. Man's existence is therefore like a game in which the dice is cast and his experience depends on the result. It is a matter of chance and there is no reason why the throw should be one way rather than another.

What used to be the exception has now become the rule. Goethe's Tasso says, 'and when man in his agony grows mute a god gave me to utter what I suffer'.

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Clifford Odets, an American Playwright of 1930's *S.Thangam*

Clifford Odets was one of the most well-known Playwrights of the 1930s, which was a decade of economic instability and political unrest in the United States. It is impossible to study the 1930s without discussing the Great Depression. In 1930, a year after the stock market crash of 1929, seven million workers were unemployed and by 1931, twelve million were unemployed. The Great Depression forced the writers to contemplate on the social turmoil of the decade and to portray it in their works. One among them was Clifford Odets who was influenced by the political, social, and economic conditions in the 1930s. He started his career as a playwright at the peak of The Depression Era.

Clifford Odets, a Philadelphian was born on July 18, 1906 in a lower - middle-class family. His middle-class family had a prosperous business in the 1920s and was economically sheltered during the Depression. Odets quit high school and pursued poetry writing for a time, which made his father angry. But soon he decided to become a stage actor, to which his parents gave their approval. He joined an amateur company and from 1925 to 1927 performed in radio plays, vaudeville acts, and summer stock productions. In 1928 he joined the Theatre Guild. He played minor roles during his days in the Theatre Guild and later joined its offspring the Group Theatre in 1930. The theatrical approach of the Group Theater transformed Odets from a poor actor into a good playwright. Odets gained little recognition in the organization as an actor, but with the production of his first play, Waiting for Lefty, he became a successful playwright. This marked the beginning of his career as a playwright. Clifford Odets is recognized as the proletarian playwright of the 1930's as his plays replicate the lives of the working class during that period.

Odets's career as a playwright can be divided into three distinct phases. The first and most important phase symbolizes Odets as a proletarian Playwright. Waiting for Lefty, Awake and Sing! Till the Day I Die and Paradise Lost are the plays written during this phase. After joining the American Communist Party in 1934, Odets used the taxi drivers' strike from that year as the inspiration for his first play, Waiting for Lefty produced in 1935. Produced at the height of the Great Depression, the play was a popular sensation. Waiting for Lefty was widely staged throughout the country and brought Odets sudden fame. The subject of this play is the working-class and a strike. The Play portrays the conflict, which is between the union leaders, Fatt and Clayton, and the workers, which includes Joe, Miller, Sid, Agate, A Man, Dr. Benjamin, Voices from the audience, and the audience itself. The workers demand higher wages, which was part of the conflict of the actual 1934 Taxi Strike. The workers threaten to strike whereas the union leaders are just giving excuses. The union leaders tried to prevent the strike, which leads to the climax of the play when Agate comes in and becomes the leader of the workers. Agate unites the workers with his demand for direct action. He tells the workers they need to strike now and not wait for Lefty. By the end, after the announcement of Lefty's death, the resolution comes with all the workers shouting "Strike! Strike! Strike!" repeatedly. This play came at a time when the plight of the working class in America was frantic, and calls for a shift in power towards the working class. The play was very much applicable to its time period and it was also a reflection of the depression era.

After the powerful critical acclamation received for Waiting for Lefty by Odets, the Group Theater decided to produce Awake and Sing. This play depicts a Jewish working-class family that has become disillusioned and broken by an oppressive economic system. It is here that Odets's work truly showed his Jewish roots, and the

success of this play firmly recognized him as a forceful political voice during the Great Depression. Till the Day I Die deals with the conflict between Nazis and Communists. This play is merely propaganda to the people to make them aware of the horrors of Nazism. It also proposes that the proper weapon against Nazism is Communism, an idea which was shown to be false. In Paradise Lost a middle-class businessman and his family are destroyed by a series of disasters. Each character in this play represents a particular middle-class value, and the catastrophes that befall them symbolize the fall of these values during the 1930s. The play focuses on the bewilderment of a middle-class family. This play was a commercial failure and it was widely criticized. After this failure, Odets decided to take an offer he received from Hollywood. Despite his personal success as a playwright for the Group Theatre, the depression caused major financial trouble for the organization, during the early thirties. In 1936, to help the League, Odets began working in Hollywood as a writer and producer.

The second phase of Odets's career includes plays involving personal relationships rather than direct social criticism. He returned to theater with Golden Boy, a play that portrays the inner struggle of a young Italian boy as he faces a choice between a career in music and a career in fighting. This is one of Odets's most popular plays, and it has been widely produced since its publication. According to Harold Clurman, Golden Boy is the most subjective of Odets' plays, reflecting the compromise Odets made by going to Hollywood. Rocket to the Moon, Night Music, and Clash by Night which were written during this phase are love stories that focus more on plot and dialogue than on social issues. His later works lack the social and political commentary of his earlier works. They are instead introspective, semi-autobiographical pieces. In this play, Odets turns from social commentary to the psychological themes of internal struggle, choice, and personal values.

The final phase of Odets's career comprises semi-autobiographical dramas with psychological overtones. There is hardly any Social commentary in these late works. In The Big Knife, a movie actor is offered a multimillion-dollar contract but wants to escape the corruption of the film industry and return to the New York stage. The Country Girl is about an alcoholic actor who attempts a comeback on Broadway with the help of his wife, upon whom he is totally dependent. All these plays got the indisputable praise, but each failed to earn the unique critical acclaim of his early career. His last play, The Flowering Peach, was published in 1954 and marked the end of his career as a playwright. In this play, Odets grapples with the themes of a crisis of ideology, a loss of belief, and the acceptance of injustice in the world and it is an adaptation of the biblical story of Noah.

Odets wrote several more screenplays before his death in August 1963 in Los Angeles, California, but his true success lies with his plays. His plays are still produced today, and Odets had left indelible marks in American political theater. The Great Depression and the Group Theatre were the two crucial factors which made Odets as a successful playwright. His early works addressed the issues of the time and spoke to the concern of many Americans, while his later works focused on internal struggles and ideology. Irrespective of his themes Odets's bold dialogue and unique plot lines mark him as a doyen as an American Playwright and political activist of 1930s. Today, Odets' plays preserve a historical significance for their depictions of American life after the Great Depression as well as for their explicit social messages. Odets has also been seen from a historical perspective as a trained theatrical craftsman who captured the depression era in his plays. There is no doubt in saying that the plays of Clifford Odets are deeply concerned with socio-political issues of the people and they are merely a replica of the mood and spirit of the Americans in 1930s.

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How do Detective Novels Make Comments? A Text Linguistic Analysis of Evaluation in A Murder is Announced

Dr. B.V. Rama Prasad

Units of Literary Narratives and Their Functions

The following is the framework suggested-

Units	Functions
Title	abstract, display, structural, evaluative
Setting	orientation, narration, display
Character	orientation, narration, display
Evaluation	evaluation, narration
Episodes	narration, orientation, characterization

'Title' is a formal unit, which can be used to realize different functions, including that of evaluation. Literary narratives can have different passages with different orientations. In addition, a literary narrative may itself give more importance to some categories and some functions than others. Thus we can have evaluation-oriented narratives (where the evaluatory comments from the source of the tell ability of the novel), thesis-oriented narratives (where the writer is trying to prove a preconceived thesis), information-oriented narratives (where the narrative is used to impart interesting information), description-oriented narratives (where the setting is of greater importance – Westerns, for example), character-oriented narratives (where the focus is on the character) and the event-oriented narratives (where the main interest is in what happens next). Narrative texts often may have more than one orientation, but rarely do we find narratives in which all the elements get equal importance.

Evaluation

According to Labov, evaluation is the most important part of a narrative. He says that evaluation is "[--] the means used by the narrator to indicate the point of the narrative, its *raison d'être*" (1972:366). According to him, it indicates the point of the story. Polanyi also says that evaluation is the most important aspect of a narrative and that it indicates the tell ability aspect of the story (1989). Bamberg and Frey also emphasize the tell ability aspect of the evaluation saying that evaluation gives meaning to the individual events and actions (1991: 670). But not all narratives may be oriented towards evaluation and in detective fiction, the tell ability might be in the events rather than in the views of the narrator about the events. In this paper, we will use the term evaluation to refer to the comments – either explicit or implicit – made by the author. In some novels these comments may draw attention to themselves and thus indicate the point of the story, where as in some other novels, they may be secondary to the events.

Labov has elaborated on the types and devices of evaluation. Evaluation can be external (made directly by the narrator) or embedded. Embedded evaluation may take the shape of quoting oneself, quoting someone else, or of evaluative action. When talking about literary narratives we can talk about a cline of explicit/ implicit evaluation and say that direct comments are explicit whereas evaluation through events is implicit.

Labov also talks about the different forms that a narrator can use to evaluate – intensifiers, comparators, correlatives and explicatives. It has been argued that in

literary narratives, the use of the historical present tense indicates evaluation (see Fowler, 1981). But, as Polanyi, 1981 and Hunt and Vipond, 1986, point out, there need not be any absolute device for evaluation. It is possible to make a point without breaking the narrative by a careful arrangement of the events or episodes.

In terms of content – that is, what the evaluation is about – we may talk about the story world and non-story world evaluation. Polanyi makes a similar categorization when she talks about contential and deictic evaluation (1981: 25). We use the term story world evaluation to refer to any evaluation of the content of the story and the non-story world evaluation to refer to any generalizations that apply beyond the story world also. But here again, we should note that it is often difficult to strictly separate the story world evaluation from the non-story world evaluation.

We will also have to distinguish between the passing evaluatory comments in a narrative that are significant at only that moment of the narrative and those evaluatory comments which connect with one another to indicate a particular moral or point of the story. For example, there may be many side comments in a detective novel about the role of women in the society, but these comments may not be given prominence. On the other hand, if we look at a novel like “An Unsuitable Job for a Woman” (P. D. James), the question of whether being a detective is suitable for a woman is repeatedly raised so that it becomes one of the focal points of the story along with the suspense related to the identity of the criminal..

Evaluation, besides being used to make a comment, can be also used perform a narrative function. In many cases, the evaluatory comment – particularly the story world evaluation – may be a necessity in either adding to the narration or in explaining some aspect of the narration that is not clear in the events themselves. Look at the following extract:

I was almost finished with the external examination, but what was left was the most invasive, for in any unnatural death, it was necessary to investigate a patient's sexual practices. Rarely was I given a sign as obvious as a tattoo depicting one orientation or another, and as rule, no one the individual was intimate with was going to step forth to volunteer information, either. But it really would not have mattered what I was told or by whom. I would still check for evidence of sexual intercourse. (Cause of Death, Patricia Cornwell: 36.)

Here, the evaluatory comment is used mainly to explain why the first person narrator has to check for signs of anal intercourse. The role of the evaluatory clauses here is not to express an opinion about either an event in the story or about the non-story world, but to explain an action of the protagonist. We will say that in such cases, evaluatory clauses are used to perform a narrative function. In our analysis, we will concentrate on evaluatory comments – both story world and non-story world – that perform the evaluatory function and which have a global significance.

Evaluation in “Murder is Announced”

Let us now look at evaluator comments in the detective novel A Murder is Announced. We have said earlier that all that looks like evaluation may not function as evaluatory. There will be many evaluatory comments in a narrative text whose function is not to comment either on the story world action or on the world in general, but to clarify some aspect of the narrative. For example, look at the following examples from MA:

- a. *But there still would not have been any suspicion in their minds that she wasn't Letitia. People do change in the course of ten years.*_(252)
- b. *Water is a good conductor of electricity. The wires burned out.* (256)
- c. *'Nail scissors, I expect,' said Miss Marple. 'Just a snip on the lobe of the ear lets out a lot of blood.'* (258) (*Emphasis mine*)

All the italicised statements above are evaluatory comments applicable outside the story world. They are all in historical present tense. But their function is to explain something connected with the story world. In a., the evaluatory comment explains why people did not recognize a person: in b., it explains how electricity was cut off on the day of the murder: in c., it explains how Letitia managed to bleed, thereby pretending that she was the intended victim. These statements are evaluatory in form, but their function is narrative rather than evaluatory. Such narrative evaluation is necessary in detective fiction because to explain how the things happened is one of the necessities in detective fiction.

In addition to these narrative evaluatory comments, any narrative text will have comments on the events that happen in the narrative. Some episodes are used by the writer to comment on the narrative action, to summarise what has happened in the narrative, to discuss the possible solutions to the crime, to discuss the motivation of the criminal etc. What is to be noted here that these evaluatory comments are embedded. The comments are made by the characters in the course of conversation or they are presented as the thoughts of a particular character (for example, this is the comment made about what one of the interviewee has said – “And probably, Craddock thought, that was quite true”, 44). In MA, there is reluctance on the part of the writer to comment directly on the action.

Most of these story world evaluatory comments focus on ‘making sense’ out of the narrative events. The novel repeatedly draws our attention to the strangeness of putting an advertisement in a newspaper before committing crime. As sir Henry says, this is “[---] somewhat unusual” (37). The task before the detectives is to make sense out of this unusual affair. The inspector cannot make sense of it:

It didn't make sense to the Inspector either. The whole business worried him. (81)

Miss Marple also says, “It doesn't make sense” (89). That the events do not make sense is an evaluation made repeatedly in MA. The role of Miss Marple is to make sense of the crime.

But making sense here is used in a limited sense. The effort of the detective is not to make sense of how a human being can bring herself to commit murder, how a murder affects the lives of the people or what does the murderer feel after killing one of her friends. After the criminal is caught, everyone is busy trying to make sense of how the criminal committed the crime and how the detective solved the crime. Look at the following conversation:

“... She cried bitterly the day I came up with that note from Julian- and her grief was quite genuine. She'd killed her own dear friend...”
“That's horrible,” said bunch. “Quite horrible.”
“But it's very human,” said Julian Harmon. “One forgets how human murderers are.” (261)

It seems strange that these people are talking about a person they knew, a person they thought was good, who has turned out to be a murderer, and they are

talking about it as if it is some problem connected with a crossword puzzle. Julian is the niece of Miss Blacklock, and there are other characters who are relatives, and none of them talk about how Miss Blacklock must be suffering, or about how unpredictable human beings are, about how shocked they are to find out that one of their nearest is a murderer, or about faith, betrayal, guilt, etc. All of them are involved in ‘making sense’ of the events and for them, other aspects of the story world are not worth the comment. Thus the story world evaluation in MA deals with the strangeness of the events of which the detective should make sense. Detective novels are not about crime and punishment; they are about crime and discovery of the criminal. It is this puzzle element that the story world evaluatory comments in MA focus upon.

There are, however, other evaluatory comments in MA that are not connected with the puzzle element. One such local evaluatory comment is about poverty. This is what Miss Bunner says about being poor:

“I have often heard people say so often, ‘I’d rather have flowers on the table, than a meal without them.’ But how many meals have those people ever missed? They don’t know what it is – nobody knows who hasn’t been through it – to be really hungry. Bread, you know, and a jar of meat paste and a scrape of margarine. Day after day and how one longs for a good plate of meat and two vegetables. And the shabbiness. Darning one’s clothes and hoping it won’t show. And applying for jobs and always being told you are too old. And then perhaps getting a job and one isn’t strong enough. One faints. And you are back again. It’s the rent – always the rent – that’s got to be paid – otherwise you’re out in the street. And in these days it leaves so little over. One’s old age pension doesn’t go far – indeed it doesn’t.” (142)

This is rather a strong and passionate comment on poverty. It is true that Bunner is saying all this to defend Miss Blacklock’s action of hiding her identity. One also wonders if the writer is not excusing Miss Blacklock’s actions by pointing out that poverty is a difficult thing to face. Still, these evaluatory comments are powerful in themselves to be considered as performing an evaluatory function. There is also the reference to the difficult war period, and we will see that this aspect is stressed in other evaluatory comments also.

There is another local evaluatory comment in the novel that reminds us that the novel deals with the war period. This discussion is about Russia:

Listening to the news led easily into a pleasant discussion on the horrors of atomic warfare. Colonel Easterbrook said that the real menace to civilization was undoubtedly Russia, and Edmund said that he had several charming Russian friends – which announcement was coldly received. (169)

Is the writer being sarcastic when she says that the discussion about atomic war was ‘pleasant’?

But these evaluatory comments have only a local significance. The arguments about atomic weapons and about poverty are not repeated in the novel. They certainly are not the point of the story. However, we have many other local evaluatory comments which connect together to put forward a view of the world. We can see that the novel repeatedly uses comments about foreigners, the changing times, the difficulty of the war years, etc. We are not saying here that Agatha Christie tries to prove any one point of view about these things. But she gives prominence to discussions of these types by repeatedly using them.

The discussion about the present time as compared to the 'past' is one such evaluatory comment repeatedly made in the novel. Many characters speak about the difficulties of the war years. Look at the following conversation:

"I suppose once there were heaps of coke and coal for everybody?" said Julia, with the interest of one hearing about an unknown country.

"Yes, and cheap too."

"And anyone could go and buy as much as they wanted, without filling anything, and there wasn't any shortage? There was lots of it then?"

"All kinds and qualities – and not all stones and slates like what we get nowadays."

"It must have been a wonderful world," said Julia with awe in her voice. (23)

This nostalgia for a past which was glorious is not an isolated comment. Many other characters express this belief that the world – or at least the English world – was better before the war. Mrs. Swettenham says, "It's not like the old days when you rang a bell and a servant always came to open it" (132). There seems to be a feeling in many of the characters that the war has changed many good things about the past. The best expression of this sentiment is by Miss Marple herself. Though this is a very long passage, it is worth quoting it in full.

"[---] And that's really the particular way the world has changed since the war. Take this place, the Chipping Cleghorn, for instance. [---] Fifteen years ago one knew who everybody was. The Bantrys in the big house – and the Hartnells and the Price Riddleys and the Weatehrbys... They were people whose fathers and mothers and grandfathers and grandmothers, or whose aunts and uncles, has lived there before them. If somebody new came to live there, they brought letters of introduction, or they'd been in the same regiment or served in the same ship as someone already there. If anybody new – really new – came, well, they stuck out – everybody wondered about them and didn't rest till they found out. [---]"

But it's not like that anymore. Every village and small country place is full of people who've just come and settled there without any ties to bring them. The big houses have been sold, and the cottages have been converted and changed. And the people just come – and all you know about them is what they say of themselves. [---]. But nobody knows anymore who anyone is. [---]." (117-118: Emphasis mine)

This comment has relevance for the narrative action. Nobody in Chipping Cleghorn is what he or she pretends to be. Everyone has something to hide. That most of the suspects are foreigners makes the task of the police difficult. However, this nostalgia for the things past is not a narrative necessity. The story of detection or of crime would lose nothing if this evaluation were not made. But still, the writer repeatedly draws our attention to the concept that a past, intelligible world is gone and we have an unintelligible world, where nobody knows anymore who anyone is.

Along with this nostalgia for a past world, there is also nostalgia for a kind of domestic life. Julia comments that in the past, she would not have had to work. She could "[---] just have stayed at home and done the flowers and written notes... [---]" (23). Mrs. Harmon and Rev. Julian Harmon are the one couple in this novel who have a happy married life (Mrs. Easterbrook is cheating her husband; Miss Blacklock is not the romantic type; there are enough hints that Hinchliffe and Murgatroyd are lesbians). This is what Mrs. Harmon thinks about a happy domestic life:

"You seem very happy, Bunch," said her husband, smiling.

“Who’d not be happy if they were me?” demanded Bunch rather confusedly. “With you and Susan and Edward, and all of you fond of me and not caring if I’m stupid – and the sun shining! And this lovely big house to live in.”[---]

“[---] I get up at half past six and light the boiler and rush round like a steam-engine, and by eight it’s all done. And I keep it nice, don’t I, with beeswax and polish and big jars of autumn leaves? It’s not really harder to keep a big house clean than a small one. You go round with mops and things much quicker, because your behind isn’t always bumping into things like it is in a small room. And I like sleeping in a big cold room – it’s so cosy to snuggle down with just the tip of your nose telling you what it’s like up above. [---].” (11)

Here is a woman who is very happy to be doing the traditional things associated with the housewife. This in a novel where other woman characters do not fit the traditional mould – Miss Blacklock in particular has been successful in the man’s world of speculation, Mrs. Haymes works as a gardener, and Mitzi works as a cook even though she has studied in college. In a world where everything is becoming modern, Mrs. Harmon seems to be proud of being old-fashioned. This is not to say that Christie unequivocally holds up Mrs. Harmon’s life as the ideal domestic life. But the idea of an older, happy domestic system is presented and discussed.

Just as there is an older, happy domestic life of the pre war period, there is an older happy, England without all these foreigners – at least this is what many characters feel. The prejudice against the foreigners is something that is repeatedly expressed in this novel. The police are not free of this prejudice. Craddock says:

“[---] about a dozen people all trying to talk at once, including one of those Mittel Europas who go off the deep end at the mere sight of a policeman.” (36)

Miss Blacklock seems to be aware of this prejudice. She tells Craddock-

“[---].I believe you police have an anti-foreigner complex.” (102)

Police are not the only ones with the anti-foreigner complex. Many characters express the view that England was better off without these foreigners. Look at the following embedded evaluatory comments:

[Myrna Harris]“[---] What I say is, the hotel ought to be more careful when they employ people – especially with foreigners. Because you never know where you are with foreigners.” (42)

[The old gardener]- “[---] But Tom Riley, he says it comes of letting these furriners run about loose.” (67)

Does Agatha Christie share this prejudice? It is not easy to answer, because she allows Mitzi to talk about this prejudice, where she accuses the police that they do not believe her because she is not English (60). Further, Miss Blackwell makes a sympathetic evaluatory point about foreigners:

“I think a lot of these displaced persons feel, perhaps justly, that their claim to our notice and sympathy lies in their atrocity value and so they exaggerate and invent.” (56)

It should also be noted that most of the comments about foreigners are embedded. The comments are not made by the omniscient narrator, but by some of the characters.

In one occasion where there is a direct evaluatory comment, Christie is careful not to universalise the comment.

Mitzi uttered a sound that to Miss Blacklock's English ear sounded like Schwitzebzr, or, alternatively, like cats spitting at each other. (103: emphasis mine)

The universalising force of the comment is lessened by the use of the phrase 'to Miss Blacklock's English ear'. The writer seems to be admitting that these foreigners look strange when viewed from the English perspective, and that there is nothing strange about them from any absolute point of view. If one adds to this the fact that it is the true blue English woman who turns out to be the criminal, one may feel that one of the functions of these evaluatory comments is also to mislead.

Conclusion

Thus even in a detective novel, we can see that there is a subtlety and complexity to the evaluatory comments. Though "A Murder is Announced" is a typically event oriented suspense novel, the evaluatory comments are not insignificant. These evaluatory comments are not particularly necessary for the story. The story neither proves or disproves or illustrates the view expressed in the different evaluatory comments and it is this that makes these evaluatory comments interesting.

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Narrating Lives: The Kabul Beauty School by Deborah Rodriguez Namita Singh

The word Memoir is taken from Anglo Fr. 'Memoir' and 'memorandum' which means "something written to be kept in mind." In 1659 it was first recorded as "personal record of events" and in 1673 it was considered "person's written account of his life." Memoir is a focus on a brief period of time or series of related events spent by the writer. It is a narrative structure which includes many of the usual elements of storytelling. It is the writer's contemplation of the meaning of these events in retrospect. Memoir has a fictional quality even though the story is true. It includes emotional level of the writer and has more personal reconstructions of the lived experiences and their impact. A memoir explores an event that remains in the writer's memory. They are historically dealt with public matters and writer's career rather than personal. However modern expectations have changed this and like most autobiographies now, memoirs are written from the first person point of view. Memoir is more about what can be extracted from a section of one's life that may account for the life as a whole. Memoirs have been written by several writers depicting different incidents and phases of their life. Women writers have been prominent amongst those combining the memoir form with the historical non-fiction writing. Deborah Rodriguez is one of them.

The last few years have seen publication of many books on Afghanistan. There was in hugely popular '*The Kite Runner*' and another bestseller '*A Thousand Splendid Suns*' respectively by Khalid Hosseni and recently another novel in the form of a memoir '*Kabul Beauty School* by Deborah Rodriguez. This memoir is about the time, the writer of the book spent in Kabul from 2002 to 2006. Deborah being captured in an unhealthy and abusive relationship with her husband in America found a great relief when she got a chance to visit Afghanistan with one of the humanitarian aid group to help the people of Afghanistan soon after the fall of the Taliban. There, as a hairdresser she found that she can help Afghan women by teaching them the art to run their own beauty salon in order to make them independent. Thus the idea of the Kabul Beauty School came in existence. Deborah went to Afghanistan to transform her own unhappy life and ended up by revolutionizing the lives of Afghan women. Beauty salon was an exclusive place for women where they could have a room of their own.

...There were women's voices, women's laughter and that feeling of women relaxing with one another, telling one another the details of their lives and news of the lives around them....(52)

A memoir has inclusive quality which is used to compare the commonalities and the differences between the present and the recollected past and explores how the self emerges from them. Wide emotional range can be used for it. Deborah Rodriguez having survived two disastrous marriages takes third husband an Afghan, a man with a wife and seven children. Their courtship, arranged almost as a lark by two western friends which gave Rodriguez a first hand opportunity to fathom the Afghan male mind. She writes about her experience with the Afghan men:

I'd have to laugh, remembering that these were those scary Afghan men half the world was afraid of. (42)

There can be several reasons for writing a memoir such as if we have an important story to tell or it can be written to document our success. Deborah's purpose of writing this memoir is both personal and political. In Afghanistan Debby fought many battles, both bureaucratic and cultural to get the school up and running and to employ and enriched the women of Kabul to help them to convert their miserable and dependent life into happy and independent one. She wants the world to be aware of the history of Afghanistan and its social classes as well as the plight of women outside the western world. Deborah tells about the experience of taking of burqa for the first time:

...she has been wearing the burqa for fifteen years. When she first took it off, the sun was so blinding that it took her three days to be able to walk around without shielding her eyes from the light... (79)

Writing or talking about our feelings and past events can be an excellent way to work through them and find some peace or resolution. Deborah shared her life and experiences in Afghanistan and raises several issues like inhumane policies of Taliban imposed on the Afghan women, cultural differences between U. S. and Afghanistan, Gender partiality in social and political ways in Afghanistan and so on. She pays our attention towards human side of a war torn nation, physical and mental abuse that Afghan women endure. She depicts the impacts of war on the infrastructure of the country:

.... I found out that these open spaces hadn't been cleared of mines yet. The terrible inventions of war were still there waiting, buried just a few inches underground.... (37)

She gives her concern towards the post war rebuilding of Afghanistan through this thought provoking memoir. Writing a memoir can help us to unlock forgotten memories and as a result lead to an understanding of the self. Recollection of the memories of her experiences in Afghanistan made Deborah to understand herself better. She contemplates how courageously she employed and enriched the women of Kabul to run their own beauty parlor business. She faced many hurdles on the way in the form of language barriers, cultural customs and the challenges of a post war nation but she never left hope. Her strong determination helped her to overcome all the troubles and at last she succeeded in helping the Afghan women by economically empowering them. She differentiates herself from the other women of the aid group that made her famous among them not only on the basis of her profession but also on the basis of her looks. Her hairstyle symbolizes her boldness and brave attitude:

...whereas all the other women in the group had neat, conservative hairstyles, mine was short, unnaturally red and spiked... (45)

The English novelist Anthony Powell said "Memoir can never be wholly true since they cannot include every circumstance of what happened". Although Deborah's memoir is based on her real experiences in Afghanistan yet some facts related to the women working in her salon were modified or changed to save them from any controversy. She tells about the aid work in Afghanistan after the war:

There were doctors, nurses and dentists; some of whom had already done disaster work.....innocence of Afghan people have been brought in front of the world... (41)

While the bulk of a memoir takes place within a particular period, the reader knows that the author is writing this book after the experience is complete. This is tricky because we know the author has gained wisdom about this experience. A strong memoir will release the information slowly and in its own time stringing us along and building suspense. Deborah's memoir fulfills this aspect of memoir writing. She has released the information and important incidents gradually and as they required. She spent five years in Afghanistan from 2002 to 2006 particularly in Kabul and she gave required details of her experiences along with the problems prevailed in Afghanistan. She has also added an afterword with the novel in which she gave some more details related to the present situation of Afghanistan.

Kabul Beauty School has a less than happy ending. Deborah left Kabul to embark on a book tour in America and when she returned in 2007 it became clear that the beauty school and she were under increased scrutiny due to the publication of the book so she quickly left the country.

A memoir is considered to be a piece of autobiographical writing usually shorter in nature than a comprehensive autobiography. The memoir as being used in publishing today often true to capture certain highlights or meaningful moments in one's past, including a contemplation of the meaning of that event at the time of its writing. It may be more emotional and concerned with capturing particularly scenes or series of events rather than documenting every fact of life. While writing this memoir Deborah contemplated that how her visit to Afghanistan and sharing the heart moving tales of Afghan women gave her strength to leave her own unhealthy marriage and allowed herself to love again in Afghan style. She also considered the problems of Afghan women struggling for the survival of their identity in an extreme conservative society. She gave them strength to endure both the external and internal conflicts. She shares the experience of one of the women who was facing violence from all the sides:

...Like so many women, she was still threatened by terrorism, even though the Taliban were gone. She faced it daily from the man she had married... (235).

Kabul Beauty School is her recollections of the moments which she spent with the community of women who never left hope in the midst of despair. She has also given a vivid description of the after war situation of Afghanistan which is very harmful for the health of people especially for the women and children living there.

Deborah has been working as a hair dresser since 1979; in 2002 she helped found the Kabul beauty school training salon in Afghanistan. In her memoir she has given a new voice to the people of Afghanistan. This memoir is her recollection of the moments which she spent in Afghanistan as a hairdresser and made the war victimized women independent through making them learn the art of perms, friendship and freedom. After several destruction by America during its war on terror, she determined that women in the post Taliban era needed a place to congregate and feel beautiful in a school of their own where they could feel complete freedom to share their pain and grief, given by the inhuman policies of Taliban. She also gave a clear and vivid description of the

environment of Afghanistan having a lot of dust and pollution that made the life in Afghanistan almost uninhabitable. She emphasized the effects of war on the environment which is very harmful for the health of people living there.

A memoir is driven by the power of its story a formula as old as recorded history. The genera's proximity with history provides the possibility of reconnecting with the past and retelling of the history. Memory and remembrance play a defining role in retelling the past and reconstruction of the events during the process of writing. *Kabul Beauty School*, is a story of a flame haired, cigarette smoking, multiply divorced Michigan hairdresser who while recollecting history compares her lonely life in Michigan with her life in Afghanistan. She recollects her weakness and loneliness in America and courage and happiness in Afghanistan. She emerged as totally changed women after returning from Afghanistan. The endless agony and endurance power of afghan women gave her strength to recover from her grief of unsuccessful, divorced and unhappy life.

According to Abigail Thomas, to write a memoir one have to begin by brain storming on paper all the event one can remember from her life that were either very important in a positive or in a negative way. Memoir is supposed to be true but the truth should not be exaggerated. Deborah traveled to Afghanistan and fell in love with the country and retained later to set up a beauty school. Along the way she helped a bride take her virginity on her wedding night, saves the school from a hostile governmental takeover, punched a man who fondled her in a market place and married a former mujahidin fighter.

Memoir writers do their best to satisfy their readers and are expected by them that the story has been told as truthfully as possible through the eyes of a fallible human being. In this memoir Rodriguez gave a true portrayal of herself as a brazen, well intentioned naïf who just wanted to do well. The sort of women who defiantly drives the struts of Kabul and the kind of person who married a man she has known for a few days.

Although true memories will sometimes seem fictional due to their emotionally charged story like quality because it is written for the own reasons of a writer and for whatever results he wants. Some Critics say that Deborah's memoir is filled with inaccuracies and inconsistencies. They argue that the events mentioned by Deborah did not unfold the way she depicts them and she exaggerated her role in the formation of the school. They even question whether the stories Deborah tells about afghan women describing heart breaking tales of abuse are real or not. However Deborah defends herself by saying that most of the events in the book are true but she wanted to protect the women of Afghanistan because they can be stoned or thrown in Jail because of some of the controversial things told by them. Their stories are modified because she did not want to get them in trouble. Deborah wrote honestly about the organization of school and about the lives of afghan women working in the school. She tells about the war victimized scenario of Afghanistan:

...how dirty and crowded it was, about all the destruction from the wars, about the poverty.....it was the worst place in the world for women.... (241)

Memoir places our point of view inside the protagonist's mind. Seeing the world from a real person's mind generally feels significantly more nuanced and less predictable than what we expect in fiction. Being the protagonist of the novel, Deborah had a surprisingly successful venture which gives Afghan women a practical training convertible into a personal power, a radical idea in a country where women have no status.

This memoir by Deborah Rodriguez centers on a problem or focuses on a conflict and its resolution. It is based on the understanding of why and how the resolution is significant. Through her memoir, she wants people all over the world to concern about the problems prevailed in Afghanistan and also about the solutions which could be provided to heal their wounds. She mentions in her memoir that how 'the boots' collected somewhere in the world for the war victimized children in Afghanistan could be of great help for them. She give details of different sorts of little help and aids given to the women in Afghanistan from all over the world. Thus Deborah has used the genre of memoir to emphasize the problems of Afghan people who are totally ruined through the continuous war and violence in the country. Her memoir is an attempt to gain awareness and sympathy for the people specially women and children in Afghanistan. Deborah's determination, courage and dedication led her towards the path of success in achieving her aim of doing something meaningful for Afghan women. If this memoir works as a source for inspiration for the west and if a little sympathy is provided by the westerners to the agonized people of Afghanistan, it could be proved to be a good start for the people of Afghanistan.

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Memory, Disillusions & Reactions – Cry the Peacock by Anita Desai

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The novel *Cry, The Peacock* by Anita Desai reveals delusions of the female protagonist who attempts to decry her loneliness through her own make-believe shifts and finally when she understands the truth of living, she understands that emotions that rooted in faith and in love count for more than memory to live in reality and that is the only way to live with detachment from disillusionments.

Anita Desai, the Indo-Anglican writer explores the Indians' (especially women's) make-shifts to escape attachment or detachment and finally finding love and life in disillusionments that are entrapments of their alienation, obsession, transgression and diffusion of their self in double consciousness i.e. a woman and then an Indian. On one hand there is reflection of the protagonist 'Maya as an Indian; her thoughts have Indianness about them, despite their disturbed state' (Weir, 154). The author expounds her neurotic state of desperation in searching love and sexual fantasies in her marital relationship with her husband Gautam and her sensual desire of separation from her favourite white dog Toto which symbolically refers not only her being childless but also aspires her to live life in her own manner. These illusions derive inter-textual meaning 'out of Indian weather, Indian flora and fauna, Indian religious and mythical figures'(154).

The author Anita Desai takes archetypal patterns in the usage of the words, myths to present the cultural environment in which the character grows but to express the reality in the general sense through myth that is universal. The past prophesy of disaster, eternal decay, mental schizophrenia and departure from the conscious reality are presented with visual effects and with interventions of pictorial conventions. The author narrates the stream of consciousness of the protagonist Maya in the first person:

When I lay in bed at last, I continued to think ofthe eternal flux, the eternal decay of a world of rubies and butterflies.....I turned upon my bed, and turned again, till my fresh white nightclothes were damp with perspiration, the white sheets crumpled and comfortless.....I summoned up again the vision of the tenebrific albino who had cast his shadow like a net across meI had not escaped. The years had caught up, and now.....and now I recalled that oil-slick, sibilant tongue whispering poetry to me in the bat tortured dark. Do you not hear the peacocks call in the wild? Are they not blood-chilling, their shrieks of pain? "Pia, pia," they cry. Lover, lover. Mio, mio, - I die, I die." (CP, 95)

The author Anita elaborates upon the human psyche of an Indian woman in the backdrop of allusions that symbolically suggests metaphysical aspect of human mind. Here the protagonist Maya is dissatisfied with the superficial bondage of her marital relationship due to age gap of ten years between them, but it also a relationship between a childlike Maya and mature person Gautam. Besides that it's a bond based on patriarchal norm in which there is no space for female emotions, for her thoughts, rights, voice or identity. The images that she perceives are hallucinations that emerge from her neurotic disability to perceive the nature or its colour not in its beautiful form or creation, rather the images derived from nature metaphorically gets distorted on account of sinister eroticism or on account of primordial urges of libido. Maya is prone to look on the objects as the product of sexual neurosis but these images of colour,

nature's objects also manifest her vitalizing sense of human existence as regards their wants and their fulfillment.

Thus these myths and images become a sign of factual reality i.e. representation of woman's deepest instinctual life. The repetitive use of colour white indicates Maya's mind being under some horrific influence of death and timelessness. Here, death is a referral to marital discord, loss of hope in finding some way to reach to her fulfillment but it also signifies the innocence which is very childlike and pure. Rubies symbolize her violent passion which is deep down in her blood and body constitution disordering her mental peace which she tries to search in her fresh white nightclothes. Butterflies mark her unspoiled feminine beauty which wants to collect nectar from her love and life, but unable to find the find appropriate flower to satisfy the quest of sensuality. The vision of the terrific albino associates her terror with unconscious haunted prediction of disaster after the four years of marriage when she was a child she was told by a magician. The peacock's cry illustrates Maya's mental breakdown at the fate and fatality of her love and life and ominously suggests the ecstasy of has the finality of death. Her obsessive indulgence in her love for Gautam and life rips her apart from all tangles, being 'the one alone' (Gupta, 3). She cries and cries for tenderness just like rain clouds pour and pour during monsoon and make the peacock cry for the lover and the death in agony.

The writer Anita Desai integrates art, imagery, aesthetics to represent cultural aspirations, social attributes by uniting the past and present through the use of very common myths. These symbolically present values, hopes, fears, desires and anxieties. These ambiguities of mind reveal dynamic forces that profoundly affect human society, human opinion and human attitude. The author as a woman drives the readers' mind towards human emotions of the choice, agony, identity and sensibility which Maya explains in her words: "*Her body is without heart, a heart without body*" (CP, 196)), therefore in the end her inner and outer world transcended her wail into an illusion that is personified by her own name '*Maya*'. Maya's husband Gautam, as the name suggests renunciation of the world by Lord Buddha to get enlightenment of the ultimate truth i.e detachment from illusory bondage and illusory escapes. He symbolized carnal desire in Maya's illusion, but when she felt she wasted her years of virginity in his wait to look at her with same reciprocal sensuality, she became hysteric and mad and attempted to kill him and finally she too suicides.

The novel Cry the Peacock morally uplifts human to be above all sensitivity, agony and desire that ultimate leads one to disillusion, death and decay. But on the other hand "its artistic authenticity ignores no aspect of man's nature, which confronts the most disagreeable aspects of life deliberately and unflinchingly" (Guerin, 116-145). It is apt to comment on this novel that 'it has dealt not merely with those aspects of the human mind that are pleasant and conscious but with total human psyche, many facets of which are both unpleasant and unconscious (116-145).

Anita Desai's academic contribution in the ambit of transgender, trans-cultural and transnational aspect constitute an essential adjunct for a woman who frames her identity in the context of femininity and who is always an object of gaze in the masochistic society whether she is a wife, a daughter, an artist or a writer. The passion and agony of woman in all contexts undergoes repression and suppression unless she transgresses her boundaries of inner insecurity and inner dilemma to meet the outer world realities that are controlled by men's world.

The author metaphorically and autobiographically suggests Maya's dependence on male-dominated closed system of protectionism and her secondary status:

'he....looked very much the mediator beneath the tree, seated upon a soft tiger skin, too fastidious to touch the common earth, with those long, clean-cut hands of his, too fastidious to admit such matters as love, with its accompanying horror of copulation, of physical demands and even, overbearing, spiritual demands of profession and rights won and established.....(CP, 113).

Again Maya feels in her lucid moments that

"he alone was my rock in the wild sea...calm, immobile"(CP, 120) and in moments of anger she finds his "long papier - mache face....made of clay after all"(CP,143).

The author interweaves this predicament of woman universally, which is also expressed by Virginia Woolf in her book *A Room of One's Own*: "Women have served all these centuries as looking glasses possessing the magic and delicious power of reflecting the figure of man at twice its natural size." (35)

Here the author is presenting insights of social construct of the gaze as drawn by society across the globe and representing the feminine subjectivity to attain sovereignty to co-exist equally as their counterparts in the changing world of gender and sexual differentiation in the transnational context and she is reiterating the construction of female diaspora writers' identity within geopolitical discourse.

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Role of Narrator in R K Narayan's A Horse and Two Goats

A. Phaniraja Kumar

Telling of stories is an art. It is an old practice since human existence. It makes complex themes easy for comprehension. Many of the popular stories form an inseparable part of world literature and are said to have been the gift of India to the world. R K Narayan is one of the best known and most widely read Indian short story writers in Indian writing in English. His stories were written by a native Indian and read by a predominantly native-Indians.

Narayan was not writing to interpret India for westerners. His stories possess the quality of timelessness and Par excellence. They reflect day-to-day situations, the realities of common man's life, the hurdles, the efforts made to overcome, and responses on a success or failure and continuing life. They also present an ample variety of people and their behaviour. The characters vary from mundane, simple, special, typical, eccentric, heroic and extraordinary. They are so natural and pragmatic that the reader gets an impression that they live in the next door. R. K. Narayan handled these characters with rich imagination. They are incomparable, representational, message-oriented and true-to-life.

One such type of short story from his pen is A Horse and Two Goats and Other Stories. It is taken from the collection of the same title A Horse and Two Goats. It is a story with comical touches. A Horse and Two Goats is a sly narration of a business transaction between an American tourist and an Indian goat-herder as the result of an inability to communicate each other. In other words, it is a dialogue between a Muni, a poor Tamil speaking villager and a wealthy English-speaking businessman (a red-faced man) from New York. The two main characters are different; Muni is poor, rural, uneducated, Hindu, brown, a social outcast and the American is wealthy, urban, educated, probably Christian and white/red. In their conversation, they neither can understand the other's languages.

With gentle humour R K Narayan Explores the conflict between the rich and the poor and between Indian and Western cultures as well. The story is told in two parts. The first part deals with the setup of Muni and his wife in Kritam, a remote village and the second part deals with the meeting of the businessman and Muni. The first part is mainly to give Muni a kind of depth and the second part is given credible to the readers. At the end, it would seem a victory for Muni, who is now in possession of more money held in his life. Beneath the seeming victory, there can be another hidden meaning that ancient India is selling its heritage at the cost of its spirituality. There is a lack of interest by the people of Kritam in the horse and warrior statue.

A Horse and Two Goats is narrated in the third person by an *Omniscient narrator* who reports clearly and objectively on the characters, their words, actions and memoirs and locale of the story but whom he does not comment or judge. The narrator describes/ narrates.

The Village of Kritam

The story's locale lies in Kritam. It means "Coronet" or "Crown" in Tamil. It is the tiniest of all villages of India. It was a remote place away from the highway. Its approach road to the village was just a furrowed-up and rough track. Though the name meant a "Crown", it didn't have any qualification to claim that grandiose name. The

village consisted of fewer than thirty houses and spread in four streets. All houses except one were built with bamboo thatch, straw, mud and other such materials. The only house built with the brick and cement was the big house. The house was painted in yellow and blue colours. On the railings of the house at the top were carvings of gods and gargoyles. That house was the richest in the village. It had a very big backyard in which there was a pen. The rich owner of the house allowed the animals of the village to the house or in their pen on a rent of half-a-rupee a month. They also had a big well that never went dry even in the drought season. The people of the house were kind and offered a pot of water to those who needed it. There was no cottage or small scale industry neither in the village nor in its vicinity. There was no mention of the village, having a son who had made a mark in the field of literature, medicine, engineering, defence service, folk art or the like. It is the irony of the story that how it can be called the 'Crown' or 'Kritam'. The setting of the story is more suitable to the theme of the story. The narrator describes Kritam's erosion.

The house and warrior statues of Kritam

On the outskirts of the village near the highway was the statue of a horse and a warrior (a religious symbol for Indians). The statue was fixed to a pedestal with cement. The horse was nearly life-size, moulded out of clay, baked, burnt and coloured brightly in a combination of yellow and indigo. It had lifted its head proudly, lifting its forelegs in the air and flourishing its tail in a loop. Beside the horse, there was the statue of a warrior. His moustache was curved like a scythe, the eyes were bulging out and the nose was like that of an eagle. The image makers had made the bulging eyes to indicate that the warrior was a man of strength. His chest had also been decorated with beads. But any of the villagers did not notice of these artefacts.

Muni's Wife

There lived a man, Muni who had once owned a flock of sheep and goats but now impoverished. Nothing much is known of his boyhood except that he did not go to a school. He was married off when he was ten and his bride was eight years of age. In the initial years of their married life he had the upper hand. He had beaten his wife only a few times. He was unlucky to have children and the people whispered behind their back that they were a barren couple. Later his wife got the upper hand and managed her husband. There was a time when Muni had forty sheep and goats. At that time he was much respected by all. Now he was the poorest fellow in his caste and owned only two scraggy goats. He was about seventy years of age and the only hope he had to start a wayside shop from the sale of his two goats. Then he could sell nuts, sweets, tender coconuts to the way-fares near the highway. His wife was old but she was dutiful and took care of her husband.

The narrator describes Muni's decline dispassionately, without regret.

Muni's Past Memories

Muni had his days of affluence in the past. He then had a flock of forty fleecy sheep and goats. He was rich. His real wealth lay in sheep. They bred fast and gave fleece. The famous butcher from the town came over to the village on the weekly market days. He always brought with him betel leaves and tobacco to Muni. But often he would bring bhang. He and Muni smoked bhang in a hut in the coconut grove, undisturbed by wives and well-wishers. Then they felt light, elated and the generous in forgiving others. Some pestilence afflicted Muni's animals and he believed that someone whom he knew had laid his animals under a curse. He was finally left with the two scraggy goats which he was ready to give up when the market rate would come. When he had money,

everybody respected him and without it, he was neglected by all. So he did not look at them at all but walked his way with his eyes downcast.

The narrator describes the golden days of Muni.

The Relationship between Muni and his wife

Muni's wife was very dutiful towards her husband. When acute poverty befalls on them, she would prepare the gruel for his breakfast and millet balls for packet-food for his afternoon lunch. Though she was old, she was ready to labour herself for keeping her husband happy. Muni would give himself to the temptations and wish for nice food. When he got a few drumsticks from his tree, he wanted his lady to cook drumstick sauce for him. She laughed at him saying that he hadn't the teeth in the mouth to chew drumsticks but willing to cook it and asked him to bring the ingredients for the sauce from the shop.

The narrator describes the affectionate life of Muni with his wife. Narayan does a very good job in depicting the relationships of a long married couple. In just a few lines he can make us to understand their life.

Humour

Muni's humour to the shop-keeper is note-worthy. Muni went to the shopkeeper for the ingredients of the sauce. But he already owed a debt of five rupees and a quarter. The shopkeeper took no notice of his visit. So Muni started coughing and sneezing to draw his attention. In order to please the shopkeeper, he laughed inordinately at his jokes. Muni understood that day's situation and decided that his credit purchase could not progress. Muni promised the shopkeeper that he would clear everything on the first of the succeeding month. He said that his daughter (non-existent) would be sending his fiftieth birthday gift. His poverty became known to the other customers who stood around him. The shopkeeper pointed to his lie of the birthday. Five weeks ago Muni had borrowed castor oil saying he needed it for his holy birthday bath that day. So Muni had to rise and move off to his house disappointed. He told his wife to sell the drumsticks because he could not get loans from the shopkeeper. That day his wife had nothing at home to feed him. So she asked him to take the goats out for grazing and not return before sunset. In the meantime, she could labour in someone's house and buy some foodstuff for him for dinner. Muni had well understood her. He adjusted to her temper.

The narrator describes conversations between Muni and the shopkeeper, Muni and his wife. The conversations are told from Muni's perspective, but with his calm acceptance of whatever fate brings him. This restraint is important to the understated the humour of the dialogues.

Appearance of the Foreigner

Muni came to the outskirts of the village. He sat on the pedestal at the foot of the life-size clay statue of a horse and watched the vehicles that passed on the highway. None in the village cared this statue. His goats grazed there in cactus and Lantana bushes. He was waiting there for the sun to go down and also waiting there for the sight of the green bus which indicates the end of the day. After that, he could go home to have his dinner. That day instead of the green bus, he saw a yellow vehicle which came and stopped in front of him. A red-faced foreigner got down from the vehicle which had a shortage of petrol. The foreigner wanted directions to the next gas station. He wore khaki clothes. Muni evidently suspected him to be a policeman or a soldier and afraid of

him. Muni knew only 'yes' and 'no' in English. He spoke to the red-faced man in Tamil. He told him that the two goats grazing there were his own.

The narrator described here the villagers' blind signals for the sunset here.

Foreigner's Plan

The foreigner who was shocked with pleasant surprise at the magnificence of the life-size statue of the horse wanted to buy it. He asked Muni in English whether he was the owner of that statue. Muni did not know English. He thought that there was some reference to the horse and told him that his grandfather had first told him about the horse and the warrior. This left the foreigner in no doubt that Muni was the owner and he tried to negotiate a business deal with him.

God made Man and Manmade languages. Unable to understand the red man's English words, Muni spoke to him in Tamil about the arrival of Kalika at the end of Kaliyuga and the horse of the statue, coming to life would trample and destroy all bad men. Muni hovered on the visions of avatars of God. The American took out his purse and showed a hundred rupee note for buying the horse. Muni thought that he meant to break it for change and advised him to go to the village money lender. To lure Muni to sell the horse, the American showed interest in old man's goats and so he patted them too. Muni thought that the foreigner wanted to buy his goats and happily accepted One Hundred rupees, what the money offered by the foreigner for his goats. The foreigner took the horse in his station wagon with the help of some people who were walking that way and drove away. The foreigner wanted to put it in his living room in the U.S.A beside the book-case.

Here the narrator situated a situational comedy where each misunderstanding brings a fresh peal of laughter.

Ironic Conclusion

Misunderstanding is compounded by misunderstanding; the two worlds never engage, the two kinds of thoughts never touch. Muni hurried home with the cash securely tucked away in the waist of his dhoti. He showed Rs.100/- to his wife. She counted the money and suspected Muni that he had stolen that money from somebody. He said that the red-faced man had given all that money for his goats.

By that time the two goats had come home and they were bleating outside. The wife grew doubtful. Muni cursed the goats. She feared that the police would come and arrest and punish Muni if he had thieved. So, she did not want to involve in it and so she decided to go with her parents. Therefore lack of communication ended the story in dangerous result, spoiling the family life of Muni and his wife.

Thus the story is told by the narrator in the typical Narayanmanner. It is a great source of humour. The story provides us with a subtle and real entertainment. It is artfully told and carefully plotted. It is to be noted that almost the entire action of the story takes place in the open, near the statue of the horse. The central theme of the story is the clash of cultures, specifically the clash of Indian and Western cultures. Using humour instead of anger, Narayan demonstrates just how far apart the worlds are: two cultures exist in the same time and space, but literally and metaphorically speak different languages.

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Exposition of Internal Emergency in Sahgal's Rich Like Us Dr. Nidhi Sharma

When we categorize the narrative form of the novel the first would engage with the realistic mode, the second type would possibly be an allegory or a fable, pure and simple and the third type would definitely deal with the allegory of ideas and atmosphere. It has been noted that a large number of novelists satirizing the political structures or figures employ the allegorical mode, which like the use of myth, has become a favorite narrative strategy of the post-colonial political novel writers where they have to give imaginary names to the characters mentioned in a similar event, narrate on a rough parallel by creating different characters from the human or animal world and generate same or exaggerated emotional or intellectual environment. Narrative essentially deals with the endeavor involving the 'what' of the story and the 'how' of its presentation. Therefore it associates itself with the process of story –telling. It is told by someone for someone. Hence even if the teller is talking to himself, the motive is to address the frame of the plot to some addressee. 'Telling', interestingly has two modes. Firstly it consists of what the teller has to tell and secondly it relates with what the audience has to say after understanding the teller's telling. This process eventually poses the reader in an important pedestal in the construction of that narrative.

A sensitive study of the Indian novel brings forth the condemnation of the Emergency rule of 1975-77 imposed by Mrs. Indira Gandhi. Hence we find majority of writers generating situational political plots associated with this. It can be termed as a deliberate attack mostly satirical and allegorical. While turning the pages of Indian history we see that after Independence only one occasion aroused protests all over India. The Internal Emergency declared by Indira Gandhi in 1975 that was lifted in 1977. It provoked quite a few allegorical novels with occasional dystopic dimensions. Allegory demands prominence in postcolonial Indian fiction and Emergency proved to be a privileged technique for writers to design a narrative structure based on the events of the nation's past often encompassing a satirical feature. Rushdie blames the Emergency of opening the Pandora's Box. He says in *Imaginary Homelands*:

...alas, the damage done to Indian life by 'the Emergency', Mrs. Gandhi's period of authoritarian rule between 1974 and 1977, is now all too plain. The reason why so many of us were outraged by the Emergency went beyond the dictatorial atmosphere of those days, beyond the jailing of opponents and the forcible sterilizations...the Emergency...flew off the Pandora's Box of communal discord. The box may be shut now, but the goblins of sectarianism are still on the loose. (iii)

The present paper highlights on the dark era of Emergency in Nayantara Sahgal's *Rich Like Us* (1986) that powerfully portrays the historical scenario through the mouth of colonial/postcolonial characters. By the use of narration in story-telling, Sahgal attains an expertise in handling plots, sub-plots and characters. The plot moves around Sonali, a young lady serving as a Joint Secretary in the Ministry of Industry. Unaware of the secret dealing between the Minister and an NRI businessman partnered with his Indian agent about the setting up of a factory for a drink named 'Happyola', she writes an unfavorable note on the file since she considered it to be a wasteful foreign exchange. This act turned out to be devastating as poor Sonali didn't know that the project was used as a medium to cover-up the import and storage of car parts for the manufacture of an 'indigenous' car for the PM's younger son. Sonali, within hours gets transferred to her home state on a lower post and is dismissed from the I.A.S. Now, her designation gets

replaced by her friend, Ravi Kachru. The factory briskly flourishes. Dev, the son of the prosperous old businessman Ram Swaroop is the Indian agent engaged in this business. Dev exceeds his moral obligations by unethically forging the signature of his paralyzed father and withdraws a huge amount from his father's account. The real loser in the whole episode is Dev's step-mother, Rose, who becomes anxious and suspicious. But before she could reach to any action, she meets an 'accidental' death officially dismissed as a suicide by drowning in a neighboring well. Surprisingly the well seemed to be too far for her reach.

The narrative is employed in third person that turns into first person with Rose and Sonali taking up the continuity of plot running into twenty-one chapters. Sahgal takes up the challenge aimed at covering a wide range of reading public, she masters the constructive power coupled with the skill of organization which explores her inner vision, essential for a writer. Communicating her text in the context of the Indian milieu, she, adopts realistic and naturalistic device in all her novels. It has been unjustly criticized that there is disparity between action and characterization in her novels. Although her tales are interesting enough, it is difficult to escape the feeling that the action and characterization haven't been properly integrated and placed in right relation to the back ground (Iyenger 472-73).

This maturity is discernable in the way that Sahgal arranges the novel against the back drop of Emergency in India in 1975, and the oppression arising thereby. This time the political situation is relegated to the background and human concerns are place foremost. Sahgal meets the challenge of portraying the chaotic world around her. Sonali's frustration and dilemma is alternated with the house-wifely docile presentation of structural strategies. Sahgal vividly portrays cracks in the Civil Services department of the Government to expose the loopholes of the persistent emergency. Sahgal's narrative voice, witty and satirical never rises above the stature of decorum, discipline and culture. Yet she is very blunt about the rash attitude of the Civil Services towards the Emergency.

As C. Vijaysree concedes: "Nayantara Sahgal chooses a very effective narrative device for the authentic portrayal of the contemporary socio-political chaos-the double perspective-the omniscient author's stance is altered by the participant narrator viewpoints" (26). The novel exposes the cracking of the Civil Services, earlier considered to be the steel framework of the government. Sonali's narrative voice, as one observes, never seems to cross the limits of decorum and sophistication. However it appears to be scathing the Emergency when she is heard saying that there was no Emergency. Had it been, the priorities would have been quite different. According to her, all were gearing up for a thinly disguised masquerade, preparing the stage for family rule. She laments on seeing people participate in the conspiracy of silence. The reality was that no one wanted trouble as long as it didn't touch them personally. All pretended that the Empress' new clothes were beautiful (*RLU* 29). She laments that "the distribution between politics and the services had become so badly blurred over the few years it had all disappeared" (28). The pathetic situation of the I.C.S has her friend Ravi kachru who plays political games, "as if their lives depent on it" (28) and eventually becomes the "chief explainer of the emergency" in "the current socio-economic jargon... those tongue twisters that have banished simple sentences forever and made experts in one field incomprehensible to all others, and certainly to the public at large" (31). These civil servants carry out the unethical and irrational wishes of their political bosses. The objective of the Emergency and its effect on the lives of the common man is exposed with sensitivity. One also comes across a lawyer in the novel who gives his professional narration as "the constitution would have to be drastically amended, if not re-written, to give madam powers to fight disruptive forces and crush the vested interest she had been battling against since

infancy”(RLU 94). Thus, the Emergency has been protested by professionals as well. The Emergency is seen by the ‘courtiers’ as a millennium lead by ‘Mother-Tsar’ (RLU 94-95). Furthermore, “with the twenty point program, whereby rallies are held and delegations are shown congratulating her” (81). The ironical narration of the whole process runs as follows:

And the emergency was so popular. You could tell by the delegations of teachers, lawyers, school children, and so on and so forth who went everyday to congratulate the PM for declaring it.... The general publics were taken to the lawn. She took a chair and set looking at the wall above the heads of those facing her.... There wasn't time before an audience with the leader to think about anything because at any minute the door might open and the next person be asked to go in. (RLU 81)

The novel emerges out to be a play of power at varied stages. There is also a comparison of the Government with immense powers to the mythological gods (RLU 229), subjugation of people like KL (Kishori Lal) and Jaiprakash Narayan. KL, a research turned shopkeeper, attempts to recover from the agony of the torture of being ruthlessly whipped for nothing. “Thank heavens whips were not what one calls torture. Ordinary village school masters used whips and he was grateful now he had plenty used on him” (207). However, the narrator reveals that the true torture lay quite ahead as in, “Amnesty International’s accounts of it proved there was an everyman’s library of torture now, classic, illustrated itemized editions of it passed from country to country, ideology to ideology, knowledge freely shared” (207).

Sonali becomes a witness of the brutal treatment meted out to the criminals who were blinded by the police with needles dipped in acid and she wonders how people could tolerate “this bogus emergency” (36) and if “there was a collective will to cowardice” (35). The narration sometimes delineates the novelist’s personal experience of the horror that can be compared to the British rule. The other part of the novel has names that are essentially significant. For instance, Ram, a businessman abiding by the traditional business ethics has two wives Mona, a trustworthy and religious Indian woman and Rose, a foreigner gradually adapting to the Indian tradition. With only one child between them, Dev, they seem to adjust. Mona passes on early, leaving the responsibility of Dev’s marriage on Rose. The novel furthers with a violent attack by Dev on his father Ram, eventually getting paralyzed. Dev’s monster-like avarice for wealth makes him withdraw a huge sum on forgery. And he becomes successful overnight. Rose critiques the whole episode as:

What you call entre-preneur-ship, how you pronounce it, is one minute you're nothing and the next minute, you're an entre-preneur and a bloomin' millionaire. Where's all this money come from all of a sudden, I'd like to know? I like maharajas better. (RLU 12)

Dev ultimately decides to put an end to her life, considering her to be a major obstacle by ordering one of the toughs of the ‘youth camp’ to drown her into a well. No questions are asked and the murder is taken to be a suicide. And it is this murder which is portrayed as one of the darkest stains of the Emergency rule. Nishi, meaning ‘night’ is the docile wife of Dev, who endeavours in explaining all dark ‘reasons’ of Rose’s suicide to Sonali who feels “a freezing baffling anger” (251-252). It is also later on revealed in the novel that Rose also comes to know from Nishi that the underground is really meant to store the ‘black’ money forwarded from “dummy companies and dealers who are going to exhibit the car when some models are ready” (236). Hence Rose becomes a hurdle not only in Dev’s financial misdeals but also a political risk.

Another pitiable victim of the novel's cruel Emergency is the beggar. He keeps us reminding of the tyranny of the Emergency, of the "citizen broken on the wheel for remembering their rights" (258). A share-cropper with his hand chopped off along with another laborer, by the landlord's men as a lesson to those who ask for their share in the crops. This helpless beggar compels Sonali to feel that "power had changed hands but what else had changed where he lived? If ever there had been an emergency, it was this" (258). The beggar also turns out to be a catalyst in highlighting the inner persona of the characters like Nishi, who screams and turns away from him, Rose who feeds him and Sonali who listens to him with sheer sense of empathy, as "the only sane person around" (221). Her sympathy is observed when she gets artificial hands made for the beggar, "a confident candidate for a new future with artificial hands" (257). This beggar ultimately becomes a symbol of the Emergency and he with Sonali moves on in life towards a new hope.

Thus, as the novel ends, one observes that apart from unfortunate Rose, who lost her life, the major characters emerge out of the trauma of Emergency, the leader being Sonali. The end of the Emergency is not depicted. At the end no one seems to be Rich Like Us. And besides the superficiality of the materialistically rich West, it is hollow and poor reality just like the Emergency. As Sudha Rai rightly puts up "Sahgal presents the emergency as theatre, a counterfeiting of reality where the performers through their pretence, create the illusion of a reality that is non-existent" (194).

The language used in Rich Like Us warns us to distinct phases of lies, for example false reports, justifications and obscure language of the supporters of autocratic system. Sahgal factually attempts to present the idea of Emergency taken up as a necessity for India's betterment, as a falsification. Rich Like Us questions the ancient cultural myths and Sonali muses that these myths contain the structures of power as: "It all depends on whether you are on the right side of power and omnipotence. Sita wasn't and it was banishment to the wilderness for her" (224). The double perspective technique turns the novel interesting, though the reader is expected to be extra alert while taking a grip of the events which are not arranged chronologically. As is usual in Sahgal's novels the plot operates like a pendulum between the past and present of its character. The burden of politics is well controlled. If minor characters like Kiran and Nishi are neglected, it is not a draw-back that can cast a shadow on the heap of merits of craftsmanship. Harin Majithia critically comments on the narrative style by depicting:

She makes recurring use of flashback technique observer narrator device, introspection of characters through stream of consciousness and mingles sub-plots with main plot so smugly that her plots appear organic ones. (102)

Thus, Sahgal doesn't appear to be pessimistic as she has heroic models before her, since the spirit and the past of India is too rich to be impoverished by such events of Sati or Emergency. And there always exists the building called 'Parliament' laying the foundation of trust in democracy. Jasbir Jain critiques that the title Rich Like Us has double meanings "Who is "rich", and who is us? From the point of view of foreigners, Indians are aspiring to be rich like them. But the title from the Indian point of view is ironic in another sense. It is a pity to be rich in the way we are" (127).

Hence, it raises a queue of questions such as are we really rich? And if we believe we are rich, in what way? And finally, is it ethical to be rich in the manner of Rose's stepson Dev? In the Indian perception, one can see that the rich such as the bureaucrats, politicians and business people are rich in a materialistic sense but are actually bankrupt in terms of human ideals; however, the poor in contrast, are rich in courage and loyalty. Rich Like Us is Sahgal's skillful attempt in exposing the 'richness' of India's political manipulation. On being interviewed in the recent Jaipur Literature

Festival, Jan. 2010, Sahgal reveals: “With *Rich Like Us* I have reached the end of the road. It exorcised the whole shame-making national experience [i.e. Emergency] from my system”.

From the narrative point of view, Sahgal employs contrasting techniques for both Rose and Sonali, moving backwards in time. Sonali gets into a nostalgic mood with the memories of the past and her father’s records of idealism. Rose on the other hand moves back into the past memoirs of England, of her English friends and her husband’s business. As far as time is concerned, the period depicted is less than a year, but in terms of the historical reference, it leans backward into the past. Ravi’s confession of utter failure helps Sonali in leading her way on the path of freedom, her faith in idealism possibly makes her look into the future. The situation can be interpreted in terms of India that has gone through many upheavals and gradually recovered from set-backs. There blossoms a new hope that it will come out of the political crisis where the entire value structure has shelved.

As Jain puts forth:

Sahgal’s main concern is not with politics, or with ideology. Her concern is with values, and with analyzing what has gone into the making of a country. To this task she applies herself, bringing in little known facts, ferreting the past, filling up the gaps, interpreting happenings and what has led to them, reconstructing in fact, a whole country with its complexities of men and views. (136)

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The Plight of Less privileged in Mulk Raj Anand's Untouchable and Premchand's Godan

Dr. Niraja Saraswat

Indian society is a caste based group where the upper castes exploit the lower caste. Caste plays very significant role in every aspect of Indian's lives. It has powerfully influenced the Indian society. Ambedkar has written:

Caste has killed public spirit. Caste has destroyed the sense of public charity. Caste has made public opinion impossible. Virtue has become caste ridden and morality has become caste bound . There is no sympathy to the deserving (37)

It is true that a large part of the society are still struggling to live in human dignity and tenderness in the midst of oppression of all kinds-millions of mute, suffering beings whose agonized cry seems to have been lost often in the ears of men moving in the metaphysical meanderings . If a writer can't identify them and at least hold up a mirror to their predicament, his writings cannot have any human value. Anand and Premchand both were concerned with the oppressed and have given a poignant voice to their miseries. Both the novels present reality with photographic fidelity and arouse sympathy for the strays, poor and outcastes of society. The novels present the Indian downtrodden and poverty ridden people with their problems –social rejection, poverty, starvation, misery and humiliation. Mulk Raj Anand, speaking about the real test of the novelist once said:

It may lie in the transformation of words into prophecy. Because what is writer if he is not the fiery voice of the people, who, through his own torments, urges and exaltations, by realizing the pains, frustrations and aspirations of others and by cultivating his incipient powers of expression, transmutes in art all feeling, all thought, all experience thus becoming the seer of a new vision in any given situation. (14)

Undoubtedly Anand has fashioned with *untouchable* a novel that articulates the abuses of an exploited class through sheer sympathy in the traditionalist manner of the realist novel. Bakha is indeed the fiery voice of those people who form the untouchable class. He is the representative of all down trodden society in pre independence of India. He is the archetypal figure of untouchables. He grows in consciousness when he comes face to face with evil in the world in which he is an outsider. He stands outside the magic circle of caste and religion symbolized in the figure of authority priest , Kalinath – a powerful aura of authority conferred on the priest who represents all that Hindu religion means; the magic of incantation , idolatry , ritualism .

Bakha is in fact waiting at the doorstep to be admitted, accepted but he is spurned and driven out , insulted and injured . Then he turns into an incipient rebel and ultimately in his quest for identity becomes an articulate thinking individual. This untouchable is almost always a dispossessed man deprived even of the basic right to live like a human being in freedom, honour and dignity in utter poverty and isolation though. The innate creative impulse in him is choked, his insensitiveness to beauty strangled and his tenderness or love crushed. Yet the resilience of his spirit can't be broken; it has remained intact despite centuries of oppression, holding out a promise for the future of humanity.

Hori in *Godan* represents the marginalized Indian peasant down the ages. Premchand's extraordinary grip on the world of poor peasants the exploitation and the

resultant destitution and hopelessness of the poor make it an iconic study of Indian peasantry. Hori is an individual as well as a representative. His individuality makes him an effective character while his representation of all farmers makes him a universal character.

Untouchable also depicts other characters who also suffer because of their lower caste. They live in mud walled cottages huddled colony in which people are scavengers, the leather workers, the washer men, the barbers, the water carriers, the glasscutters and other outcastes. Anand exposes all hypocrisy and double standard or double dealing. Bakha becomes a universal figure to show the oppression, injustice, humiliation to the whole community of the outcastes in India. He symbolizes the exploitation and oppression which has been the fate of untouchables like him. His anguish and humiliation are not of him alone but the suffering of whole outcastes and underdogs. Anand is here concerned with the evils of untouchability and the need for radical empathy. He gives a poignant voice to immitigable hardships, physical and mental agonies, with the meticulous skill of historical raconteur. In the words of Marlene Fisher:

Anand's first novel then is at one and the same time a fine piece of creative work in terms of its own artistic integrity and an indication of author's humanistic commitments and future novelistic directions. (45)

In Premchand's *Godan* caste is one of the central features which brings obligations with it and violating the rules can mean excommunication. Bringing someone like Jhunia who has dishonoured her family by her actions into the home of Hori is considered a crime. This is also one dramatic excommunication where chamars (an untouchable caste) defile a Brahman and make him an outcaste. Lots of cash bring him back in the fold; still none will eat food he has cooked or truly treat him as one of their own again.

Untouchable is a faithful recordation and transcription of the pathetic plight of untouchables who are subjected to immitigable social indignities. Bakha has to fight the enemies not from within but from without and he is not as against any particular individual as against the whole hierarchical stiffness of the social custom. With this sense of alienation from the conglomerate humanity, he becomes much disappointed when he comes to know that he is ostracized even before he is aware of it. Cleaning three rows of washrooms in a single day and starting the routine work with his father's cascade of abuses and unconcealed threats are the rituals he had to undergo umpteen times, "get up ,ohe,you bakhya, the son of a pig !Are you up? Get up, you illegally begotten"(15).

His day starts with endearing entreaties and downright abuses by his father and his encounter with the high class people who can't put up with his very sight. His sturdy body which was capable to bear any physical labour is denied of all the vestigial energy. He has to remain satisfied with the pancakes thrown at him by the upper caste hindus and is shocked when he is slapped by a caste hindu for having polluted him. In spite of having muscular strength to hit back he likes to keep mum thus taking all indignities to his stride . Anand describes it in these words:

His first impulse was to run, just to shoot across the throng, away, away far away from the torment. But then he realized that he was surrounded by a barrier because one push from his left shoulders would have been enough to unbalance the skeleton.(39)

The action of the touched polluted by the untouchable Bakha is a deliberate one which only reveals the pathetic predicament of the untouchables. The anguish of being untouchable, the agony of being in the abused ones always torments Bakha. His

utterances are a reflection of the sentiments of down trodden people and echo their plight. Definitely one can share the aches and agonies of untouchables. When Sohini goes to a community well to fetch water, she becomes embroiled in unsuspected caste recriminations. The plight of untouchables is so dire that even for the fulfillment of the basic needs like water and food they have to depend on the mercy of high caste people.

Similar to it, Hori in *Godan* serves as an iconic figure of Indian peasantry. Their life portrayed in the great novel was seen by the writer with consummate understanding. The representation of peasantry in *Godan* and thereafter in several such works show that long before academic disciplines or policymaking bodies engaged with the sociology of poverty specifically of the agricultural section of our society, Indian literature had been rendering a searching analysis and an astute observation in authentic first hand experiences of the peasantry. In spite of putting his labour, Hori is not able to save a single penny. Premchand gives a voice to it in the following lines:

All the members of the family were disappointed but they had also learnt how to reconcile themselves to such blows. They knew the art of taking in their stride what they called vagaries of fate. (55)

In *Untouchable* Sohini is an innocent, sensitive and patient girl who has not realized the agony of being untouchable. Sohini has to wait as well for quite as long time to fetch a pot full of water for her tired and thirsty brother, putting with the lustful and ogling men. Pandit Kali Nath pretending to assist her in drawing water has malicious intentions. He symbolizes feudal powers exploiting the lower castes. Though Bakha also arrives on the scene but is incapable to react. His first impulse was to beat him, up. He is a representative of all exploited class, "they think we are mere dirt because we clean their dirt (45)." Sohini is very poorly projected in the novel. Priest of the temple tried to harass her physically in order to fulfill his sexual desire but when he did not get this opportunity he cried:

Get off the steps, you scavenger! Off with you! You have defiled our whole service. You have defiled our temple! Now we will have to pay for the purificatory ceremony. Get down, get away, you dog! (53)

Sohini is the representative of passive sufferers. She tries to tell the truth of Kalinath but no one is ready to believe her. It is the real picture of the outcaste women.

Unlike Sohini, Dhania in *Godan* raises her voice against all injustice and is prompt in forwarding her opinion whenever there is a need. Her husband Hori is buffeted by the inclement forces of Nature. On the other, there is the system which reduces him to a blind mechanical force, gradually exhausting itself out. He sweats and toils, so that the fruit of his sweat and toil may be enjoyed by others. He fights others' battles, others who would stop at nothing short of devouring him. There is not one agency, but there are many which grind him down. The bureaucracy, the aristocracy and the guardians of religion all conspire "to eat him up," his exploitation being their common bond.

In Premchand's *Godan* everyone is deep in debt and the debts keep going. Premchand devotes considerable space to money lending practices –understandable since much money lending is so central to all these lines. The unavailability of ready credit at reasonable terms is convincingly presented as one of the main reasons why the life of the villagers is as miserable as it is, a social problem requiring a solution. Cash problems don't only plague the poor and rural folk. Much of the novel also centers round a rich urban class: the zamindar and his circle of acquaintances which include lawyers, professors, doctors, newspaper editors and businessmen. Several of them also have

money trouble though things work out easily. These people also recognize that system has gone wrong. Rai Sahib laments:

Our parasitic existence has crippled us. Sometimes I think the government would do us a favour by confiscating our lands and making us work for a living. .. We have fallen prey to the system ... until we are freed from the chains of wealth, the curse will keep hanging over our heads and we will never reach those heights of manhood which are life's ultimate goals. (69)

In *Untouchable* Anand's hero is not of the race not of the time and the place but exemplifies all humanity caught in contingencies of an antiquated social order that impedes his evaluation into a self consistent social life. Bakha is one of those millions who crawl, creep and exist almost anonymously. Anand in *Untouchable* deals with the outcastes engaged in an intense struggle with oppressive forces. Anand is undoubtedly writing a message for his own culture in the novel; much of the novel contrasts the innate decency of Bakha with the gap between the protestation and practice of untouchability among caste hindus in India. As K.N. Sinha comments:

The novel has a tragic beauty of its own. The will to revolt and the sheer impossibility of successful doing so under the circumstances constitute the basic tension in the novel. The hero is simultaneously a rebel and victim. His anguish becomes our sorrow. But Bakha has no tragic status as scapegoat and a victim, tyrannized by a recalcitrant society. He is the lowest of the lowly whose destiny does not suffer any appreciable erosion.(25)

In *Godan* the characters are individual as well as representatives. Hori's individuality makes him an effective character . His life is a bundle of failures in struggle to fulfill his desires. He may be suffering bitterly but does not wish to reduce it by inflicting pain to others. Whatever he suffers is the sufferings of all Indian farmers in general. Premchand's characters become foil to each other. Whereas Hori takes pride in being exploited, Dhania protests against exploitation. Hori seems to take pride in being exploited but Gobar is a revolutionary character who stands as a foil to Hori. Gobar is young and against rotten tradition. In the character of him Premchand suggest the possibilities of a young rural boy in free India. Through him, Premchand hopes that the young generation will give up rotten traditions and visit big cities for self improvement as Gobar does. In *Godan* the novelist focuses on the orthodox and superstitious ways that throw the Indian society into their clutches. A society so rigidly stuck in the mire of false prestige and hollow norms can't be reformed by superficial reformist approach and slogans. What is needed for a social transformation is a gigantic movement. Only then the society can be liberated from the deadly hold of the standard bearers of feudalism, capitalism and sham religion.

Thus it is clear that both the novelists have depicted the core issues of *Untouchable* class. Anand's *untouchable* is absolutely composed under Gandhian influence in James Joyce's Ulyssesian style. By presenting prejudice and partiality, confusion and conflict both the writers do not want to widen the gulf between privileged and non-privileged. They advocate human right and dignity for have-nots.

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Telangana Telugu: The concept Of Linguistic Identity

Kalloji Susheel Kumar

Introduction:

Interest in one's own language, culture and identity is a universal phenomenon. It gets manifested when they are questioned due to oppressive, suppressive and exploitative tendencies of colonial agents. The study of human languages is linguistics and it raises many questions about them in an impartial manner. Marginalization and deprivation of the status of Telangana Telugu and its allied aspects have ignited the minds of one and all during the last 60 years.

Aspects of the study:

The aspects of this study are Telangana Telugu and its identity within the state and India. To suppress it to the level of a sub-standard dialect undermines its prestige and its identity. The area of research is significant due to the burning issue of Telangana movement involving four crore people. This has been represented by the students of various universities in the region. Linguistically, the researcher desires to study from primary and secondary sources. It examines the socio-political and cultural factors that differentiate Telangana Telugu from Andhra Telugu/Modern Standard Telugu (MST). The contributing sociological and political factors in this regard in general and those of Telangana Telugu in particular are enumerated and examined.

Random survey and in depth interviews were held over the forms of Telugu and the problems of Telangana students studying in the medium of MST, which has emerged from the educated speech of East & West Godavari, Krishna and Guntur dialects. Secondary sources have also been taken from the writers of Telangana and their writings in journals devoted to the struggle of Telangana.

Research Questions:

The research questions addressed in this paper are:

1. Why are the dialects of certain regions of present Andhra Pradesh distinct?
2. Are they dialects of one classical language: Tenuugu?
3. Are some languages or dialects superior to others – because of their culture, money power or political identities?
4. Why different regions of erstwhile Hyderabad state developed different brands of the mainstream Kannada or Telugu?

These are not curious questions to satisfy the public mind but to ponder linguistically over them. Is socio-cultural linguistics of any help to address these issues? Such questions are posed at Telangana Telugu and an attempt has been made to answer these questions. For this purpose a field survey has been conducted in Telangana region and results are presented and observations are made on this basis. Closely allied to these issues, it is proposed to examine whether dialects represent a separate identity or the identity of the language of which they are dialects of. If a group of experts state that the dialects are sub-cultures, do they mean that they represent a separate culture? The Telangana movement has arisen out of simmering issues of language, culture and identity.

Linguistics provides a theoretical basis for practical applications including the treatment of Telangana Telugu in academic and administrative aspects. It provides and

proceeds from the stand point that it is not a language disorder of the classical Telugu spoken in various districts of Andhra area surrounding Godavari and Krishna rivers. It is hoped that such planning will help the development of curricula in schools in times to come. Purwanand Pandey, a Supreme Court advocate stated that the saga of Telangana tragic struggle has been given a “short-shrift and Cinderella’s treatment right from the time of AP was formed.” Adiraju Venkateshwar Rao an associate in these publications about Telangana struggle says in Telangana Rastra Udyamalu (Telugu) and The people’s struggle that in 1988 the political parties favoured division of AP into two states and gave the slogan “Two states for one vote.”

Linguistic Nature of Telangana Telugu:

The nature of Telangana Telugu and its linguistic knowledge are not different from that of Andhra or Rayalaseema Telugu. The sound system and knowledge of sentences and non-sentences are same. However, the semantics or knowledge of the meanings of words are different and vary from place to place in Telangana due to historical passage. The descriptive grammar of Telangana Telugu needs to be studied exclusively in lieu of peculiar circumstances prevalent during the last few years. The script and the properties of Telangana Telugu do not differ from Andhra Telugu. Prof. S. Sreedhar Swamy, in his “Co-traveller in the prolonged struggle for separate Telangana 1968-69” and Prof. K. Jayashanker in “The Telangana Movement an investigative Focus” (1969) say that Adiraju gave a firsthand account of people of Telangana as a journalist. N. Rameshan, former Principal Secretary, Govt. of AP in “Freedom Struggle in Hyderabad State” says that Arya Samaj played a key role in reforming weaker sections during those critical years.

Culture and Identity:

In order to promote Telugu culture and identity the government has been strengthening Telugu medium instruction. But those are not effectively implemented when compared with English medium or public schools because of insufficient funding over the years. This means that Telugu community is known by its nativity and the way of living culture. It is common to say that language determines the identity of the community, in its spoken and written form. But this did not happen uniformly all over Andhra Pradesh. The text books and the examination system are common to all regions. The texts contain language and nativity pertaining to Andhra Region. The teachers and experts have complained in the meetings and discussions that the students are not involved in the poetry and the classical lessons prescribed. These students are from Telangana and Rayalseema regions.

This aspect has been warned by Gurujada Apparao in his famous lyric stating that the state and language are not soil, climate but people. People comprise castes, classes, professions, vocation, brand-name and the trade mark which carry the distinctive character and characteristics. Hence, the problem selected for the study probes the characteristics of the Telugu language of Telangana region. This is because unless this Telangana Telugu is accepted, Telangana will be an **entity but not an identity**. However, there is a general complaint that despite being the largest number of speakers after Hindi, in India, the people of AP are losing their identity. This means they are losing their language on account of the educational policies of the government relating to Telugu language. In the case of Telangana Telugu, it is not part of the official language and as a language of general communication in that order.

Standardization of Telangana Telugu:

The point not realized so far from the people's perspective of Telangana is that a language covers many fields and is useful for many purposes. They are the official language, public employment, private employment, self-employment purposes. These aspects would render all the communities backward in their own state if they are not juxtaposed well. Further, general vocabulary and terminology of a particular region cannot be comprehended by others. This affects professional, vocational and judicial process also. Hence, it is maintained that in matters of grammar, composition, syntax, diction, style and pronunciation etc., all the regions have to be given the same status and coverage in the curricula.

Impact of Urdu Language:

Telangana Telugu has its own diction, and pronunciation due to historical rule and the erstwhile Urdu medium of instruction. Hence, the Telugu medium students proficient in Telangana Telugu have marked difficulties in understanding and appreciations of literary compositions, TV, Media and Telugu films, story, novel, poetry, criticism, drama etc.,

Despite the claim for renewed glory of Telugu and the classical status of Telugu language, certain political leaders ignore that and in many parts of India we are called "Madrasis". Hindi spoken in south India is referred as "Madrasi Hindi" or "Dakshin Hindi" and Urdu as Deccani Urdu. This strikes at the root of culture, region and the achievements of the Telangana people. Hence, it is difficult to state whether the language decides the culture or the other way round. But improper perspective damages the self-pride and development of the people in that region. Identity expressions are seen in the statements "we Telugu do it in this way."

September 2008 marked 60 years of police action and liberation of Hyderabad state. All political parties and actors have become one in highlighting the injustices to Telangana region and its language, culture and identity. Though Nizam VII developed Hyderabad the interior areas were exploited by Patels, Doras, and Jamindars. The Razakar movement brought bad name to Nizam by the brutal killings and hate Hindu politics. Sreedhar Swamy recalls as a school student that many people asked for liberation of "Telangana from the colonial domination of Andhra rulers."

Identity Crisis:

All these factors have contributed to the feelings of students that Telugu and Telugu medium instruction are not useful for many purposes. Hence, there is indifference and it's politicizing. Certain media have commented that "steady decline of Telugu culture in turn would lead to the 'identity crisis' of the Andhras. But Andhras in general don't seem to be so much worried about this impending 'identity crisis' (The Hindu, Education Plus, 07/ 2008). This has been commented by the paper as "this kind of indifference of Andhra and towards their language and by that towards their culture and identity. On the other hand, we find that Tamilians are not only keen to preserve their culture and identity through their language but are also too keen to sharpen them in every possible way by having Tamil not only as a language but also as a medium of instruction, though they are equally keen to promote English as a language as well as a medium of instruction." (ibid).

There have been charges that of all the Indians, Andhras believe in globalization and global citizenship. This is true and the leaders in order to promote their commercial and vested interests rushed towards cyber culture and suppressed Telangana interests.

The versatility, individuality and singularity of class have been sacrificed. The average student of computer applications of Telangana is like a snapped kite. This is because he cannot place himself in the high-tech culture or go abroad despite being equally qualified.

Telangana region has a historical and environmental background through the reign of Nizam. The students received instructions in Urdu medium. Later after the formation of Andhra Pradesh they had to shift to the new environment. The cultural identity has changed and has been changing due to its movement for recognition and development along with other regions in the state. The diversity, versatility and variety of Boorgula Ramakrishna Rao, Dasarathulu and others have slowly drifted. The teaching of Telugu was not strengthened in Telangana for materialistic or cultural reasons. The standard of living and wealth generation has affected badly leading to poverty escalation and disempowerment of its people and elected leaders. The dozen news channels in Telugu have also sidelined news and affairs of Telangana and its cultural heroes and heroines. This has only contributed to the cultural alienation of Telangana people.

The writers of Telangana as represented by Warangal's KalojiNarayanaRao state that Suravaram Pratap Reddy had compiled 354 poets of the region in "Golakonda Kavula Sanchika". In his Presidential address he collects his impression of famous Andhra poets in 1940, 1950 and state that "the life of people and the language of Telangana are different "(Telanganasahityasanchika, 2 July-sept 2002, p 2-3). In the Golden Jubilee celebrations at Krishna Devaraya Basha Nilayam, in 1952, he mentions the statements of Sripada Krishnamurthy. He has ridiculed the language of poetry and tears of a poet called Fareed. As a reply Narayana Rao contends that Telangana Telugu is "devoice of grammar" (ibid) and that Andhra Telugu is prosody and nothing else. In this address he mentions poets like Garlapati Raghava Reddy, Gosthumukkala Radhakishan Rao, Udayaraju Seshagiri Rao, Cholleti Narasimha Sarma who have never been liked by Andhra poets who settled in Warangal.

The concept of linguistic nationality is equally important for the study. The demand for Visalandhra was politically articulated by the communists and which led to multi-dimensionality or uneven – development between Telangana and Andhra regions. Because of this there is "the need for rethinking the nationality question as the framework for the reorganization of states in India and need to negotiate with the powerful regional identities that have shaped deeper historical and cultural processes and generally are glossed over in adherence to the linguistic principle" (Srinivasulu, 2008, P-3). This seminar has debated as to how linguistic principle decides the language, culture and its identity.

This linguistic principle was ignored since Independence and separation from Madras state. It has been argued that the formation of states along linguistic and ethnic lines has occurred in India based on political demands. The movements have not been cited by the leaders but their arguments and mode of protest are the same.

Telangana identity is based on the manifestation of regionalism. The Nizam of Hyderabad state tried to maintain it as an independent state till 1947. There was agrarian armed rebellion in modern Indian history. Communist leadership organized guerilla warfare from July 1946 to throw over local feudal village regimes. The compensation for those who fought was land reforms in Telugu speaking areas of Hyderabad.

The name Telangana is traceable from the records of Vijayanagar Empire for the erstwhile Hyderabad state. It contained 3000 villages and about 41,000 square kilometers of territory, constantly in turmoil and revolt. In 1948 the central government sent the Army and by November 1949 Hyderabad acceded to the Indian Union. The

violent phase of agrarian armed revolt continued and was suppressed by October 1951. Based on the recommendations of State Reorganization Commission in 1953, the Telugu-speaking areas were separated from the former Madras state. Bidar, Belgaum and adjoining Kannada speaking areas were merged into Mysore state, now called Karnataka. Thus, AP was the first state established along linguistic lines. The leaders of the separatist movement now argue that the commission contemplated establishing Telangana as a separate state rather than merging it with Andhra region in 1956. This issue has all along bothered the public over the years.

The government argues that the chief ministers have spent more money on Telangana since 1969 agitation. But the leaders point to development of Andhra leaders and their capitalist activities in building Hyderabad, and diverting revenues of excise money. What affects Telangana identity are the projects in the Krishna and Godavari rivers which do not irrigate the lands of Telangana. More fears are about the Andhras having advantage in jobs in government. These realities have been ignored by the central leaders on the ground of linguistic principle.

Conclusion:

Justice to Telangana and respect for its people culminated into a “gentleman’s agreement of 1956”. It provided certain assurances to the Telangana people. For five years revenue was spent in the region proportionately to the tax amount collected. Proportional representation in the cabinet and reservation in educational institutions to local candidates were followed. A deputy chief minister from Telangana if the chief minister was from Andhra was also formed. There was a regional council for Telangana responsible for economic development of the region. But all these are part of recent history, and the question of justice to Telangana still remains. Since 1969 the issues of Telangana identity and separation began at Osmania University in Hyderabad. There has been direct action on the government and people since 2009, despite assurances by the centre and state government. That “Mulki” should replace civil servants has been the major demand. The High court has stated that central government law replacing non-Telangana government employees with mulkis was beyond Parliament’s constitutional process. This led to violence, and throughout 1970s AP suffered violence strengthening the demand for a separate state for Telangana. It cannot be stated that the identity of Telangana lies in the political factors only. Adiraju’s Telanaga discusses SRC recommendations, Gentleman’s Agreement, various formulae like All-party Accord, eight-point formula, five-point formula, six-point formula etc.

Hence, I conclude the study of Telangana Telugu and its linguistic principle is of utmost importance to establish its true identity

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The Ritual of “Laying on of Hands “in Gloria Naylor’s Fiction

V. V. L. Usha Ramani

The intense historical experiences of slavery, Emancipation, Reconstruction and share cropping under which black people lived in America has deeply penetrated the literature produced by African Americans. In addition, the activism of the 1960s revived interest in African American past and efforts were made to recover what had been deliberately suppressed, erased or lost. The integration of the multiethnic American society into a “melting pot” has not happened. Instead, it continues to be a vibrant “patchwork quilt”. Further with the economic globalization, increased mobility, rapid developments in electronic communications, the fast expansions in cyberspace threaten both national and ethnic cultures. This deterritorialization and dissolving of identities are simultaneously liberating and are also a cause for anxiety and disorientation. Gloria Naylor in an interview with Matteo Bellinelli speaks of the dangers of such assimilation. She is categorical in saying “I am a cultural nationalist. That means I am very militant about who and what I am as an African American. I believe that you should celebrate voraciously that which is yours (107, Conversations). In all her works, Naylor celebrates the rich and varied African American culture.

Moreover the contemporary feminist movement’s sanctioning the disclosure of private matters and secrets in public space has made it possible for African American authors, especially black women to create distinct narratives that address the past traumas even as they reiterate their unique African American identity. These “healing narratives” to use critic Gay Wilentz’s term, empowers and promotes holistic states of well-being for the black people.

Gay Wilentz’s in her book Healing Narratives: Women Writers Curing Cultural Dis-ease says “healing narratives” are a response to the many mental and physical illnesses that plague modern cultural communities. In her work she “examines women writers from diverse ethnic backgrounds as cultural workers who aim, through their writings, to heal self and community from...socially constructed diseases(3). From Wilentz’s viewpoint “socially constructed diseases” are mental and physical illnesses that are directly related to one’s cultural background “beyond notions of diet and genes”(1). Naylor concurs with this view. Talking to Angels Carabi, she said that “the value in writing books lies in telling people, ‘learning to read will open your imagination. You will see a way out of no way’(118, Conversations). Historical novels accomplish the goal of understanding what occurred in the past through acts of figuration in the form of characters and situations that embody values associated with historical facts and acts. “our history was an experience that would have done most people in” says Naylor. (164, I Know What the Red Clay Looks Like). The African Americans are survivors whose “inspiring “ stories are lessons in the indomitable power of the human will to overcome seemingly insurmountable odds.

African American male and female writers have produced a rich body of creative writing to reconstruct and narrate their version of the past. Some of the well known black male writers and their historical narratives are William Styron’s Confessions of Nat Turner(1967), Ernest Gaines’ Autobiography of Miss Jane Pitman(1971), Alex Haley’s Roots(1976), David Bradley’s The Chaneysville Incident(1981), Charles Johnson’s Oxherding Tale(1982), Middle Passage (1990). Among black women writers Margaret Walker pioneered the reconstruction of the past from a slave woman’s perspective with her Jubilee(1966). Gayl Jones’ Corregidora(1975), Toni Cade Bambara’s The Salt

Eaters(1980), Paule Marshall's Praisesong for the Widow(1983), Toni Morrison's Beloved (1987) and Gloria Naylor's Mama Day(1988), Julie Dash's Daughters of the Dust(1999) are but a few examples. All these women novelists have chosen to re-write the historic past in which black women have been repeatedly deprived of autonomy and authority to claim a redistribution of power. These writers have recognized that a knowledge of their cultural history can help heal the fractures in the African American communities.

According to some scholars, the Middle Passage would have been so traumatic an event for the African slaves that it would have obliterated their African culture. Henry Louis Gates Jr., counters such an argument. He explains in his The Signifying Monkey that the Africans brought with them their cultures, music, myths, languages, metaphysical terms for order, expressive cultural practices which even the horrendous Middle Passage and brutality of everyday life on the plantation could not effectively obliterate(3-4). Naylor agrees with Gates' view. She says:

When our people came to this country, they brought animism with them, what people used to call paganism. They brought their traditional beliefs, their traditional sense of religion. Then they made a coalition between what they brought and what they found here. You see that struggle between what is native practice versus what is orthodox and religious in practice (81, Ashford).

As the descendants of the African slaves in America, African Americans have for generations continued the cultural practices such as oral storytelling, naming practices, reverence for the ancestors, rituals, myths, music and different forms of healing such as laying on of hands, hoodoo ,voodoo, obeah.

Gloria Naylor creates in all her fiction a few characters who as healers alleviate the physical and psychic pain of other women. Mattie Michael in The Women of Brewster Place, Willa Prescott Nedeed in Linden Hills, Mama/ Miranda Day in Mama Day, and Eve in Bailey's Café to heal the fragmented women through the ancient folkloric healing practice of 'laying on of hands'. The transformation that comes however has to be initiated by the person herself. Mattie Michael performs the ritual of the laying on of hands on Luciel Turner who gives up on life after the devastation of an unwanted abortion, electrocution of her daughter, Serena and her husband's abandonment. In one of the most moving scenes in Naylor's fiction, Mattie literally picks up the distraught Ciel, rocks her in her arms, gives her a cleansing bath and coaxes the mother to mourn for her lost children. Mattie connects Ciel to her past, the pain rooted in the trauma of all mothers across the world who suffered the loss of their children under the brutal conditions. Willa Nedeed in Linden Hills too is almost insane with grief holding on to her dead son in the basement where she is imprisoned by her husband. The access to the documentary evidence of the injustices done to her foremothers, the Mrs Nedeeds under the garb of marriage and motherhood helps in establishing a psychic connection with them. These mothers inspire Willa to heal and claim her rightful place in the family and society. Eve in Bailey's Café ensures that all the abused women who come to her boarding house are healed and become whole of their own accord. Eve performs the ritual of the laying on of hands on Jesse Bell who becomes a heroin addict due to the forceful separation from her husband and son. Eve miraculously heals her in just a few days to such an extent that the rehabilitated Jesse does not yield to the temptation of even the best narcotics.

Naylor, like Morrison, Marshall, Dash and Bambara wrote of the South generally and of the Sea Islands specifically as a repository of African based tradition. The South is the closest they get to Africa, the Motherland says Naylor(158, Conversations). She locates Mama Day in the mythical island of Willow Springs, a microcosm of the building of the American nation. Off the coast of South Carolina and Georgia, Willow Springs is a "a

world that is timeless yet indelibly authentic- the Georgia Sea islands where people still practice herbal medicine and honor the ancestors who came over as slaves” as the blurb on the cover of the novel mentions. The Norwegian, Bascombe Wade owns the land and the slave woman, Sapphira. The bill of sale in the front matter of the novel testifies to it. However, the communal narrator mentions that despite everyone knowing her nobody talks about the legend of the slave woman who “brought a whole new meaning to both them words”(3, MD). Sapphira turned the idea of slavery on its head, as it were. She married Bascombe Wade; got the land; begat his children; gave them the surname , Day and the legacy of freedom. She then put her husband to death and escaped the law and the land. In addition Sapphira gave a legacy of healing and conjuring to be passed down the generations to the islands. Speaking to Claudia Dreiling about Mama Day, Naylor says

It is collective memory. In Willow Springs they remember things they don't even know. What they pass [down] is a sort of ancestral memory. So they can say everybody knows about Sapphira wade, but nobody speaks her name. Because what they got through the spirit, through the miasma, is knowledge of their history. That's always been very powerful for me. The fact that they had this collective memory, a memory that transcends the collective one (268).

The isolated and Africanized community of Willow Springs is thus fiercely independent and proud of this historical past.

Willow Springs is a healing site where supernatural powers, traditional African American healing systems, folk medicine, rituals, are brought together to treat the physical and psychological malaise in the inhabitants. Miranda/ Mama Day, the seventh child of the seventh son of Sapphira has inherited her ancestor's legacy. Seven is considered a magical number both in Europe and in the West African religion. The seventh offspring is supposedly endowed with unusual abilities. As a leader, healer, mid-wife, griot, Mama Day is both respected and feared by the inhabitants of the island. Lindsey Tucker points out

Conjure addresses the undervaluation of African medicinal practices and belief systems, even as it comments on the subject of power – not only in relation to medicine, but also to ancestry, religion and finally to language and signifying practices (174).

Naylor mentioned to Angels Carabi that she structured the novel on the dual interpretations of conjure – as a healing system based on belief that her mother had faith in and as an irrational “superstition” which was her father's opinion (121, Conversations). She strongly believes that miracles can occur through love “I wanted to write about what I believed. And I believe in the power of love and the power of magic – sometimes I think that they are one and the same,” which can unlock the human potential. (121, Conversations)

Mama Day is a romantic story of Cocoa/Ophelia and George “the star-crossed lovers” whose divergent background, attitudes, and beliefs make them an unlikely couple. Cocoa, an orphan and the last living member of the Day lineage is brought up by her great aunt Mama Day and grandmother Abigail who “together were the perfect mother.” They indulge Cocoa's desire to go to mainland America for education and employment where she meets her future husband George. After four years of marriage, Cocoa brings her husband to meet her family. For Cocoa, Willow Springs is home and a site of healing. She says George knew only one part of her while “the rest of me-the whole of me – was here.” (176, MD). Unfortunately, it was to be George's first and last visit.

Cocoa is hexed by a jealous root-worker Ruby. As a consequence of which Cocoa is dying. At the same time a hurricane severs all connections to the mainland. Cocoa's sickness creates a cultural clash between George "a stone city boy" brought up in a shelter for boys, in reverence of rationalism and in profound distrust of superstition, and Mama Day, the healer and conjure woman. George is determined not to let his wife die. Mama Day with her wisdom understands that Cocoa's sickness is not only physical but also psychic.

After a cleansing bathing ritual given by Mama Day to ward off the evil spell cast by Ruby, Abigail performs the laying on of hands. It is fundamentally a religious act that helps the woman become physically and spiritually whole, through the act of touching. This ritual gives Cocoa peace so long as her grandmother's hands were on her "when her hands passed over a place where they (worms) were burrowing, they would remain still until she went on to another part of my body (290 MD). Abigail even as she continues to pat down the worms in her granddaughter's body continues to sing the spirituals. Joanne V. Gabbin recognizes such contact as a "symbolic act of blessing, healing, and ordination...that bestow[s] some gift"(247).

Mama Day goes to the "Other place" her ancestral home deep in the woods to seek guidance from her ancestors. She operates on the premise that "[t]he mind is everything" (90MD). The only source of magic is belief, while the mind of the believes does the rest – makes the magic work, makes it a lot more than a mere "hocus-pocus." Mama day falls on her knees to pray to the Christian God – the Father and Son who do not provide her an answer to the problem. It is then she appeals to the ancient Mother – Sapphira who in a dream suggest that Mama Day should "look past the pain" (Each of the preceding Day women has broken the heart of the man who loved her). This incident reveals the persistence of tradition and age old folkloric African practice of ancestral worship in present time.

Abigail tells George that he should assist Mama Day to help heal the woman all of them love dearly. However, the rationalist and scientific George dismisses Mama Day's healing powers as "mumbo jumbo." On one occasion he belittles the herbalist Mama Day that natural remedies are "in" now in mainland America to which she retorts "they always have been "in" down here. When doctors is scarce, folks ain't got much else" (195 MD). In the foreword to Patricia Jones – Jackson's When Roots Die, Charles Joyner observes that " for generations folk medicine of both the pharmaceutical and the psychological varieties continued to heal the sick on the Sea Islands, and natural phenomena continued to serve as a sign foretelling the future whether changing weather or impending death" (xii). Having failed in all his efforts to save his wife George reluctantly goes to the Other Place. Mama Day asks George to perform the ritual of going to the chicken coop and bring whatever he finds there and hand it to her. She gives Bascombe's ledger and John-Paul's (her father)staff-symbols of knowledge and power of the men who had their hearts broken by the women they loved. George has a congenital heart condition and is petrified of chickens. His having a scientifically trained mind, rationality and logic take precedence over the blind beliefs of Mama Day. He reluctantly enters the chicken coop but is attacked by the setting hen. Enraged that Mama Day wanted only his hands (300 MD) he wrecks havoc in the chicken coop. Due to the stress and the destruction he causes in the enclosure, George suffers a heart failure. Knowing that his end is near he goes to Cocoa and grips her shoulder. As his bleeding hand slides down her arm, he dies, peacefully (302 MD). George performs the "laying on of hands" on Cocoa. Soon after his death, she recovers. He sacrifices himself for love and thereby saves the Day lineage. Having no past, and trained to believe only in the present ,George is unable to make a genuine surrender of belief to Miranda and hence loses his life says Lindsey Tucker(183). Mama Day wanted George to confirm to her belief system and

extend his isolated self, by way of his hands, to his dying wife. But his understanding comes too late. In the end," he went and did it his way, so he ain't coming back" says Mama Day(302). Further the joining of hands suggests a communal working together so as to share their individual strengths. The group becomes more powerful than the individual. The healing process is hastened when nurtured by a community. Later, Cocoa remarries. She names her second son after George as a gesture of love. When the young boy asks how his namesake looked like, she replies " a man who looked just like love." (310 MD).

Naylor strongly believes that "we have within us the mechanisms to always keep going on ... there is no end to what the human spirit can do... they have to reach within themselves and pull out either something spiritual or ... psychological or... physical or something to go on and ... find hope in some way... (85, Ashford).

The ritual of laying on of hands is generally performed by women. The focus is on the one to be healed rather than the healer. It is an act that engenders hope. Naylor by making George perform the ritual has revealed that she has evolved both as a person and a writer. From her staunch feminist perspective clearly evident in her earlier works, Naylor in *Mama Day* shows her womanist perspective that is inclusive of black men in the lives of black women.

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The Aspect of Indian Sensibility, Comic Aspect, Aspect of Modern Urban Life

C.Raghavendra Reddy & R.B.Sarala

Nissim Ezekiel - poet, playwright, and art critic - ranks foremost in contemporary Indo - Anglian poetry and among the very best in post-Independence Indo - Anglian literature. His output has been quite significant and of almost consistently high quality from the point of view of craftsmanship as well as subject matter. He knows that "the best poets wait for words," and handle the language with utmost care and competence. He believes that "poetry is essentially a method of organizing oneself through words," and this he pursues with rare dedication. Ezekiel seems to regard ordinariness worthy of celebration when he directs his Comic sense against it. And he seems to believe, as W.H. Auden did, that the subject matter of this Comic sense springs from the experiences of the poet as an ordinary human being. Ordinariness is a mode of survival, an antidote to sentimentality, and a buffer against misfortunes and failures in life, while ensuring a sense of humor that is also a sense of values.

Here, it is tempting to relate this sense of humor to Jewish culture, particularly when we recall the Bene-Israel ancestry of Ezekiel. Jewish humor often relates to a stock-character called 'schlemiel'¹ which delights in laughing at himself and in being laughed at for his misfortunes. The laughter here emerges from the perception 'it is all in the game, and this perception seems to run through many of the autobiographical poems of Ezekiel like 'Background, Casually' and 'Jewish Wedding in Bombay'. Like all other Comic writers, Ezekiel is at root, an exceptionally serious man who becomes, in his poetry, an informed and involved and yet detached commentator on the norms and values to be maintained in life. Comedy, therefore, becomes for him, a whole way of looking at the world. It also becomes a means by which one defends one's self against the constraints of the human condition when he is brought face to face with it.

*Of what use then to see and think,
I cannot even say I care or do not care.*

The condition is certainly not a promising one. But what makes it bearable is the playful presence of the speaker of the poem, who represents calm reasonableness and good sense that provide a Comic contrast to the bleakness of things observed. It is this preoccupation with defeat and the effort to distance one self from them leads to a Comic perception of things. However, in responding to this Comic perception, Ezekiel carefully avoids satire, because he recognizes that there is inevitability about human failings and that the satirist's view of it is one of superiority. As a Comic observer, he good-humouredly accepts human frailties as those of the great human community, of which he is also a member.

He, nevertheless, sees himself as a critical commentator of men and manners. 'I see myself as a critical commentator with an aversion to isolating stances. Ezekiel makes this statement while forwarding an argument in search of certainty under the heading 'Uncertain Certainties'. He rejects the image of a tightrope walker that occurs to him in this pursuit. This gives a clue to his stance as a poet who refuses to be a lone though skilled performer with no contact with common people or is too different to be equated with them. And the paradox of the modern man, in accepting uncertainty as an inescapable human condition and the quest for certainty as an irresistible avocation, becomes one of the sources of the Comic sense to Ezekiel.

Ezekiel's poetry deemed a land mark in the / widely spread Indian English Poetry because he could write approximating to the demands of the present day world. He could herald into play " a modern sensibility in confronting the confusion, be wilderment and disillusion of the times", he could 'transfer poetry from its bucolic habitat to an urban one, dump archaisms and the monotonous, jangling rhyme schemes of the earlier poets and adopt a form which could adequately display the subtle modulations of pace and strength and sinews of free verse". In the words of K.N. Daruwalla one of the distinguished Indian poets, Ezekiel" was the first Indian poet to express a modern Indian sensibility in a modern idiom". Owing to bringing modernization to the great native English Poetry, his influence has been considerable.

In his view Ezekiel has experimented with poster poems and passion poems. There are certain memorable changes in this collection. "Interests and Themes Widen", "Background, Casually" is one of Ezekiel's popular and important poems. The poem moves from one experience to another, connected only by the bitterness their memory evokes, to the serene acceptance of the native city and his complete identification with India. The term "Poetry" he says, is essentially a method of organizing oneself through words.

Ezekiel's whole poetry is suffused with Indian ness. His commitment to India and to Bombay which is his chosen home is total. In his famous poem "Background, Casually" appeared in "The Hymns in Darkness" which appeared in 1976, he clearly reveals not solely his commitment to and attachment with India, but also his immense love and respect for the mother country.

The Indian Landscape sears my eyes,
I have become a part of it
To be observed by foreigners
They say that I am singular,
Their letters overstate the case.
I have made my commitments now
This is one: to stay where I am,
As others choose to give themselves
In some remote and backward place.
My backward place is where I am.

(BACKGROUND, CASUALLY)

It is a confessional and autobiographical and an uneven work but a strong current and anger and bitterness, just held in check, also show Ezekiel as a very great Indian poet writing in English and express his total commitment to the native India. The poet dispassionately ponders over his failures and achievements and reveals his great patriotism. He affirms that he is very much an Indian and his roots lie deep in India. There is a plenty of itemized biography in the poem, and the background - the past - has been elaborated at some length. It is a lengthy poem comprising three sections, each section consisting of five stanzas of five lines each. Ezekiel defects the feeling of religious and communal discrimination in India while the poet - narrator has felt strongly the estrangement and isolation caused by his being a Jew among the Hindus, Muslims and Christians, he feels much more isolates from his own self not to speak of the estrangement which he feels even at home. He is yet unable to know or understand himself and his place both at home and outside. It is this self-awareness and self-alienation which ultimately prepare him for a journey towards self - perfection. The third section of the said poems contains the transition from the skeptical but relaxed narration ordered in and by the past, to a troubled confrontation with the present and the bitter awkwardness of the necessity for commitment. The poet overcomes his

anguish by 'formulating a plainer view, by wisely accepting the paradoxes of life and making the best out of both "the inner and outer storms". It is the same wisdom which makes him accept the Indian landscape despite the irritation which it has been causing him. The poem reiterates the poet's determination to stay on where he is with a sense of deep commitment. This may be a part of his wise acceptance of life as it comes to him, but much more importantly it affirms the sense of belonging he has developed in respect of the country of his birth.

Ezekiel's poetry is a colorful album of various facts of urban life in India. Being born and brought up in Bombay, Ezekiel verifies the sordid reality in all its tragic intensity of a city like Bombay. Linda Hiss rightly says "He is a poet of the city, Bombay, a poet of the body; and an endless explorer of the labyrinths of the mind, the devious delving and twisting of the ego and the ceaseless attempt of man and poet to define himself and to find through all 'the myth and maze, away of honesty and of love?" The recurring note in Ezekiel's recent poems", says K.R..S Iyengar, "is the hurt that urban civilization inflicts on modern man, dehumanizing him, and subjecting his verities to pollution and devaluation. He exposes urban reality with frankness, objectivity and detachment. In India one of Ezekiel's finest poems brings out the unique relationship between literature and Indian environment. The poem "In India" is a long one divided into four parts. Each part reveals some striking reality of Indian environment. The first part shows with perfect candidness and through vivifying images and apt diction, the poverty and squalor, the heat and dust, the misery and wretchedness, the callous and in human exploitation of women, children and animals:

Always in the Sun's eye,
Here among the beggars,
Hawker, pavement sleepers,
Hutment dwellers, slums,
Dead souls of men and goods
Burnt out mothers, frightened
Virgins, wasted child
And tortured animal,
All in noisy silence
Suffering the place and time,
I ride my elephant of thought,
A Cezanne slung around my neck.

(IN INDIA)

The poet is not retrospective but introspective, as a result of what he sees around him: "beggars, hawkers," etc. He is, of course, describing the slums of the city of Bombay in which he lives and which he has known since his childhood. The lines quoted above present a juxtaposed picture of the Indian Society in a fine way.

In the second part of this poem he sarcastically exposes the hypocrisy of "the Roman Catholic Goan Boys", "the white-washed Anglo - Indian boys" and "the muscle bound Islamic boys", who "copied, bullied stole in pains" and "bragged about their love affairs", but they never missed their prayers. He writes with a touch of mild sarcasm.

The Anglo - Indian gentlemen
Drank Whisky in some Jewish den
With Muslims slowly creeping in
Before or after prayers.

(IN INDIA)

The third part frankly and satirically exposes the licentiousness, and unhampered freedom that Indian husbands, influenced by Western Civilization enjoy in India, and the low status of Indian wives. The poet shows the discrimination of sexes bluntly:

The wives of India sit apart
 They do not drink,
 They do not talk,
 Of course, they do not kiss:
 The men are, quite at home
 among the foreign styles
 (What fun the flirting is !)
 I myself, decorously,
 press a thigh or two in sly innocence.

(IN INDIA)

The expression "Wooden Wives" succinctly sums up the miserable condition of Indian women. "In India" is a brilliant and ironical exposition of the pseudo modernity and snobbery of a certain class in India. It presents a vivid picture of the Indian milieu, the practice of religions, the pseudo - modernity and traditions.

The poet reveals the East - West tensions in the fourth part of the poem in a beautiful manner. The conflict of the two cultures is brought out by the Episode in which the English boss tries to seduce his Indian Secretary Nissim Ezekiel has composed some poems in Indian English, in which he remarkably creates an illusion of real life as it is lead in India. He vividly recreates the Indian milieu by using Vernacular words and imagery drawn from the common scenes and sights of India. Chetan Karnani writes: "Nissim Ezekiel has been consciously Indian in his sensibility. He has not only tried to describe Indian culture but also made good use of Indian English. 'Very Indian poem in Indian English' depicts the characteristic Indian attitudes in Indian English. The common mistakes that Indian commit in using English, as the use of present continuous tense for the simple present, and other Indianisms are freely employed to create the typical Indian flavor. The patriot who is the speaker in this poem admires ancient Indian wisdom and condemns the modern generation for fashion and craze for foreign aspect. Ezekiel's deft reproduction of Indian attitudes in Indianized English creates humor:

I am standing for peace and non-violence
 Why world is fighting fighting,
 Why all people of world
 Are not following Mahatma Gandhi,
 I am simply not understanding.
 Ancient Indian Wisdom is 100% correct.
 I should say even 200% correct.
 But modern generation is neglecting -
 Too much going for fashion and foreign thing.

(VERY INDIAN POEMS IN INDIAN ENGLISH)

Ezekiel captures the typical tone of Indian English in the following lines:

(Every day I am reading Times of India
 To improve my English Language.)
 How one goonda fellow
 Throw stone at Indira behn.

(VERY INDIAN POEMS IN INDIAN ENGLISH)

The second stanza is even more humorous. The patriot read in newspaper one day how one goonda threw stone at Indira Gandhi. Humor arises from the digression that the patriot reads the Times of India to improve his English language. The use of Indianized expression "goonda fellow" and "Indirabehn" also creates humor. The patriot says:

Lend me the ears
 Everything is coming -
 Regeneration, Remuneration, Contraception.
 Be patiently, brothers and sisters.

(VERY INDIAN POEMS IN INDIAN ENGLISH)

In the third stanza, the patriot extols the national policy of prohibition. He prefers lassi which is better than wine and is good for digestion. He is a teetotaller. He remarks: "Wine is for the drunkards only". In the fourth stanza the patriot feels sad that our neighboring countries - Pakistan and China do not behave properly. Their attitude is violent and aggressive. He is all the more unhappy to know that even Indians do not behave as brothers. They have provincial, linguistic and communal loyalties. Mutual tolerance is conspicuous by its absence. But the patriot is not pessimistic. He believes that Ram Rajya will surely come. Therefore with a ting of Sarcasm he says:

All men are brothers, no?
 In India also,
 Gujaraties, Maharashtrians, Hindiwallahs,
 All brothers -
 Though some one having funny habits.
 Still, you tolerate me.
 I tolerate you,
 One day Ram Rajya is surely coming.

(VERY INDIAN POEMS IN INDIAN ENGLISH)

The patriot seems to be speaking to a visitor who is now leaving. He invites him to call on again "any time, any day," as he always enjoys his company. In this poem Ezekiel far exceeds his contemporaries. Indian English has been artistically employed to evoke a sense of Indianness and at the same time to bring the situation or incident alive to the readers which they can participate in.

"Goodbye Party for Miss. Pushpa, T.S.", is a very fine Indian poem in the / literary field of Indian English, in which Ezekiel Parodies the craze for "foreign" in modern westernized ladies and their typical way of using English. It reflects the mental vacuity of young ladies who are full of affectations and pretensions with little and have no ideals and ideas. It is a fine piece of social satire to enlighten us about an essential stature of our society. This is the ill-educated or half-educated Indian who flaunts his little learning in English unabashedly and dangerously. Moreover, the need to communicate in English, however badly is inherent in the Indian psyche. In this poem Ezekiel expresses the typical Indian thought processes in Indian English in the following lines. Dear Sister: addressing a Chief Guest or Speaker as "dear" or "beloved" sister, brother, Professor etc. is very common in India.

Miss Puspha is coming
 From very highly family.
 Her father was renowned advocate
 in Bulsar or Surat
 I am not remembering now which place

Surat ? Ah, Yes,
Once only I stayed in Surat
With family members,
Of my uncle's very old friend.
His wife was cooking nicely
That was long time ago.

(GOOD BYE PARTY FOR MISS. PUSPA. T.S.)

It is a characteristic Indian way in which the speaker goes far away from the main subject without bothering about it. This is one of the poems of Ezekiel which illustrates a major characteristic of the later phase of his poetic career - a preoccupation to which he seems to have been led by his acceptance of the reality of the Indian situation. We can note Indianness inherent in the very title of the poem, the occurrence of the initials at the end of the name, a very Indian habit both in speech and writing. Even 'Good bye party' seems to be an Indian Imitation of 'birthday -party'. Ezekiel included this poem in his collected poems titled 'Hymns in Darkness', which was one of the eight poems appeared in the 1970's under the group Very Indian Poems in Indian English.

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Ideals – How True to Life ?

An Analysis of ShashiDeshpande’s ‘ Roots and Shadows’

Dr. M. G. Prasuna

The prologue in “Roots and Shadows” describes a spider building its web interlacing the leaves of a mango tree. The intricate filigree of the shining strands of the cobweb may be stretched as a metaphor to the entire novel to represent the close network of human relationships and the protagonists’ concerns with life.

Shashi Deshpande’s “Roots and Shadows” is an interesting exercise in portraying the protagonist Indu’s preoccupation with the concept of freedom, success, love and how her relationships help her realise the truth behind such concepts. Indu belongs to a large joint family, a remnant of the feudal age. It is interesting to note that it is a woman who holds the reins of the family. Most of the men in the family are terrified of her. However, it is also important to remember that Akka is a rich widow. Apart from her domineering nature, it is her wealth which makes her powerful. Brought up in this set up, Indu is aware that to achieve power, one needs to be successful. In the present world, to be successful, one has to acquire knowledge. Indu leaves home at the age of eighteen in search of success, in order to prove her worth to her family., especially Akka. The author is here drawing a clear distinction between the norms of the old order and the new order. The old world saw wealth dictating power; in the new world the throne is usurped by knowledge.

To prove her worth, Indu has to conform to the materialistic values of a success-oriented society, where success is synonymous with a fat bank balance, a position in society, the ‘right contacts’, a certain living standard falling in line with the fashions of the day etc. Besides, it is not easy to acquire. Indu has had to pay grave prices to achieve success. She leads a life of double standards of hypocrisy – by not living according to the principles she believes in. She has grown up in a joint family system where one does not assert oneself. The group is more important than the individual, unlike her lifestyle in Bombay. Interestingly, the author does not provide the name of the place where her family home is situated. Indu lives in Bombay after marriage – which provided an interesting contrast to the small town/village life of her family home. This seems a deliberate omission to bring out the insignificance associated with such small towns in relation to a big city like Bombay, whose name is associated with success, wealth and ultimately, power. One who wishes to protest against the existing norms is called naïve and foolish. ‘No point making a spectacle of yourself with futile gestures-’, says Jayant.

The idea of success has engulfed Indu completely into its folds, as a result of which she is terrified of failure. She does not want her marriage to be a failure, so she prefers to stick to convention and not oppose him even when she thinks he is not on the right path. She is petrified of losing him. On her trip home, she realizes that she is no different from a Sumitra Kaki or a Sunanda Atya who circumambulate the Tulsi, praying for a long life for their husbands. She too wants her Jayant by her side. Ironically, Indu used to sneer at these women, laughing at their ridiculous assumption of a connection between the Tulsi and the longevity of their husbands. When she got married, the realization dawned on her, that her wishes are in no way different from the other women. It is only the mode of expression which has changed.

Indu is a victim of the orthodox values of a patriarchal set up where women have a position backstage. She is told that her menstrual cycle makes her unclean for those few days; her passionate reciprocation to her husband’s love-making shocks him; her

intelligence is a big burden to her. Thus Indu grows up fighting her womanhood, disgusted with the female functions. These feelings get reflected in her writings. Indu's love life has a pathetic tone – the story of a woman in love who cannot show her love for her lover for fear of rejection. It is surprising to see that Jayant, who believes in an individualistic concept of life, is unable to accept his wife asserting her love for him. However, one may 'modernise' oneself and reject orthodox values; It is not easy to change one's basic instincts. Thus, Indu's love for him has crippled her into a submissive 'ideal woman'. 'Roots and Shadows' is also the story of Indu's realization that she has lost herself in an abyss of convention.

In spite of being in love with Jayant, Indu is ashamed to show her need for him. It harps on her idea of freedom. She is in the search of an absolute freedom, which would detach her from all worldly elements. At the age of eighteen, she left home to be free of the shackles of her family bonds. When she leaves home again after Naren's death, she assumed, she was free. However, she realizes soon enough that there is no such thing as absolute freedom. When one frees oneself from old bonds, new ones replace them soon enough. Old uncle makes her understand that the 'world is made up of inter dependent parts; she being a part of the world could not remain unaffected by this law. Freedom is only relative and one has to look for freedom within the purview of these bonds which make people depend on each other. Dependence is the law of nature. Indu's futile efforts at detachment lead her to a position where she comprehends the truth behind these human bonds. "Detachment....it was for the dead, not the living" (page 186).

Indu had freed herself from the orthodox ritual only to fall prey to the 'civilized rituals of city life. At one point, the author seems to suggest that any such protest is meaningless. For instance, protesting against shaving the heads of widows is valid and it does not give anything to Narmada-atiya apart from a second class citizenship in the kingdom of widows. The the question arises – how can a ritual as thoughtless as that be stopped, if no one raises a voice against it. Perhaps the first one would be treated the way Narmada-atiya was treated. However, soon others would follow, it might take some time, perhaps the next generation would certainly have lesser number of shaven heads.

With Indu's story, the author is trying to project the advantages and disadvantages of a joint family in the present day society. A joint family involves the concept of the group and not the individual. The individual may have to make sacrifices for the cause of the group. Likewise, the group protects the individual. In spite of all the intrigues and the schisms in her family, they are a whole. The family had provided a home for the motherless Indu, the orphan Vittal and even the jobless old uncle. Even if she did not have a mother, she had Narmada-atiya, Anant kaka and old uncle to turn to, for affection. To keep such a large family together, one needs virtues like tolerance, will-power and a generous heart. However, with the changing world, members of the family have become self-centred and selfish. Their concerns centre on themselves and their kids. This brings about the partition of the family property despite the wailings of Kaka and Narmada-atiya.

It is interesting to note that Akka chose Indu as her heir. This move makes Indu understand that she is seen as the 'strong' one. She feels powerful holding the answers to everyone's wishes in her hands. However, this face of Indu is not confused. She decides soon, the way to spend the money; or rather Naren's death decides it for her. The confusion in her character lies in her relationship with her husband which leads her to Naren. Although, she does not realize, she is half in love with Naren too during the brief interlude. Naren acts as a sponge to her tears of frustration over her love life. Their brief affair is portrayed with an expertise which calls for attention; the affair is not

made to look like an act of adultery at all. It happens merely as an act of comprehension to help the protagonist pick up the strings of her life and reassure her life with her husband – but with a change. The Indu in the prologue has developed into a less confused individual, who is not willing to make any compromises. She has realized that all these ideals do not fit into life as absolutes. Man has to remain flexible to incorporate them into his life according to the demands of time of his own self. Jayant did have problems adjusting to the new Indu, yet he did succeed finally in making their relationship easier.

‘Roots and Shadows’ traces the intricate patterns life takes, in the present circumstances, where value systems have degenerated, and man has become a victim to the materialistic demands of a society ridden with hypocrisy. The story reflects a sensitive individual trying to come to terms in the tug of war between her ideals and the demands of his ‘successful’ life.

The subtle refinery of her relationships and the relationship between her concepts in life and her practical circumstances depict the reality behind her life which looks like a simple ‘success’ story. In a world of such complication, life can never be as simple as Old uncle preserves it. These complications behind the supposed simplicity of the life of the protagonist make the novel immensely readable and enjoyable. The reader finds it important to pay attention to it especially because he/she can identify with the picture of life portrayed through the story of Indu.

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Re-discovering Home Spaces and Identity in African Caribbean Women's Literature

Dr. Ashma Shamail

One of the things that was talked a lot about among the women was the nostalgic memory of home as they called it, home. It was very early on that I had a sense of a distinct difference between home, which had to do with the West Indies, and this country, which had to do with the United States...I think it began then an interest in this place that was so important to these women and that I began to sense it was important in whomever I was going to discover myself to be (117-118).

Paule Marshall – Interview with J. Pettis.

From Langston Hughes's "The Negro Speaks of Rivers," to Alex Haley's *Roots*, black American writers have emphasized on the centrality of the African continent, providing subjects with a sense of rootedness and belonging. In mapping or narrating the African diaspora one cannot ignore the Middle Passage (the journey from Africa to the Americas), especially the horrors and sufferings experienced by the slaves in the tightly packed slave ships. However, there can be no retelling of the African diaspora without paying homage to the millions of people who survived and did not survive the Middle Passage journey. The brutalities that Africans suffered at the hands of their white captors is unimaginable. Though unofficial by counts, the forced dispersal of African peoples in the Atlantic world needs special scrutiny. The Middle Passage and its long history of turmoil and suffering, rooted in historical experiences, emerges as a space between Africa and the Americas. In addressing their collective narratives, and differing relationships to their homelands, Africans dispersed all over the globe stressed their desire for a 'return' and reconnection to their original homeland. Diasporan Africans addressed the concept of 'return,'(if not physically) spiritually, socially, politically, and economically to their sources as a vital component in reconstituting their identity.

Recent studies and scholarship carried out on the 'African Diaspora' sought to provide global context for examining and exploring the experiences of people of African descent. In fact, the dialogic encounters between the Diasporan and Continental Africans within the space of Homeland (imagined or lived), centered on the subject of transatlantic kinship. In part, because of their disconnection with the homeland, the African diaspora provided the motivational basis for the African unification. Africa emerged not just 'homeland' in imagination, for peoples of African descent, but operates as a place to discover and recover lost origins submerged in historical archives. Dispersed Africans in the Americas, Europe, and elsewhere had to contest with meanings of loss, dislocation, disruption, and dismemberment. They had to struggle with all of these losses and prove what it means to be an African in the contemporary world. Hence, issues of "return," "re-location," and "re-connections" with homelands are constantly engaging factors in African diaspora studies. Re-writing of home and re-connections with homeland act as crucial links for Diasporan Africans to stay connected with continental Africans.

Today, the historical relationship between Africans and their descendants living abroad, is a site of critical study largely addressing issues of shared histories, cultures,

myths, memories, and religion. This site constitutes a major subject not only in history, but in other discourses as well. Though this subject has been central to much of African Diasporan Literatures (from the beginning of the twentieth century), yet considerable scholarly research was generated only from the second half of the century. Many black intellectuals, writers, and artists have interrogated issues of history, culture, race, and gender through their works. The cultural expressions, myriad languages, portrayed in their works reveal varying degrees of cultural survival: be it in the U.S, extending to the Sea Islands off the coasts of Georgia and South Carolina, in the Caribbean, in Brazil, in areas with high incidence of maroonage and elsewhere. Essentially, the modes of cultural survival these Africans embody underscores the larger context of the Black experience. This paper, however, doesn't investigate the issues concerning the concept of "blackness," but speaks about the emerging group of women writers, especially African American/Caribbean women writers in the United States and their specific concerns.

Although recent scholarship and critical studies have largely examined women's writings, notably those of Western women, Caribbean women writers and their writings have received little critical attention, and as such their works have seldom received serious scholarly attention. Comparatively little has been written and published about African Caribbean women writers. Despite this lack, the issue of (im)migration, and its concerns with identity and nationhood, which exercises a vital role in the writings of these African Caribbean women has been minimally acknowledged. Significantly, Caribbean feminists have taken the task to resurrect women's history from the archives of oblivion. Positioning Caribbean women as active agents in history-making through their economic, cultural, and political contributions during slavery, the post-emancipation period and present-day living, Caribbean feminist scholars have given them recognition over the last decade. In fact, the need to provide more accurate, interesting and complex images of the Caribbean women has been a major preoccupation for Afro-Caribbean women writers such as Paule Marshall, Jamaica Kincaid, Michelle Cliff, Rosa Guy (U.S.A), Berly Gilroy, Joan Riley (Britain), M. Nourbese Philip, Dionne Brand, Olive Senior (Canada), who have tried to resurrect women from the constructs of the past and elevate their position.

Quite mysteriously, what lead to investigate this paper initially, was the routine inclusion of these emerging women (from the U.S.) as part of the African American literary tradition. If these women were Caribbean-born authors why were they included in the syllabus of African American Literature, and what exactly was the co-relation between these two? Indeed, these puzzling questions arguably addressed migration, culture, and identity as issues for nuanced understanding. Articulating from different geographies, and strategies of survival against patriarchal, neocolonial structures, these African Caribbean women have enacted through oral history and through literary genres such as poetry, short stories, novels, essays, as well as films, aspects of the history of the African diaspora. They describe the forces that drove them from their homelands to foreign shores, the immigrants' shock upon their arrival in the new land, and of course the desire to maintain ties with their home islands, even in adverse situations in their host lands. Immigration, not just to the United States but also to other First World nations such as Canada, and England, has had a more profound effect on Caribbean cultural production than perhaps anywhere else in the post-colonial world. As the contemporary Jamaican-American writer Michelle Cliff says in her interview with Meryl F. Schwartz, "The Caribbean doesn't exist as an entity; it exists all over the world. It started in diaspora and continues in diaspora" (597). Caribbean people have, from the beginning of their history, been violently inserted into a diaspora premised on absence. And Caribbean literature, immigrant or non-immigrant, is born out of the painful histories of slavery, indentured labour, colonial oppression, enforced transculturation, and diaspora.

Although Caribbean-U.S. immigration has been constant throughout the twentieth century, historians and sociologists like Irma Watkins-Owens and Mary C. Waters provide excellent insights into the immigration experiences and social networks created by Caribbean migrants. Mary C. Waters, in Black Identities: West Indian Immigrant Dreams and American Realities, explores the history of twentieth-century Caribbean migration and the tension between expectation and opportunity for progress. Waters addresses that the reality of racism in the United States, “soon overwhelms the identities of the immigrants and their children,” especially among the working class and poor. As a political concept, Blackness translates differently in different contexts. Whereas first-generation migrants to the United States from the Caribbean arrive with their own experience with Blackness shaped and reared in their home islands, for the second-generation, “race as a master status in the United States soon overwhelms the identities of the immigrants and their children, and they are seen as black Americans. Many of the children of the immigrants develop ‘oppositional identities’ to deal with that status.... Over the course of one generation the structural realities of American race relations and the American economy undermine the cultures of the West Indian immigrant and create responses among the immigrants, and especially their children, that resemble the cultural responses of African Americans to long histories of exclusion and discrimination” (8). Thus, the institutionalization of racism in the United States created another layer of black identity for the Caribbean migrants and their children, foregrounding the issue of identity’s relation to ethnicity, thereby necessitating a re-evaluation of Black identity. Hence, the first-generation immigrants, view themselves as racially “black,” and the islands are their home (even if he makes temporary stays), “the United States is and will always” remain a “foreign shore.” But for the second-generation immigrant who is born in the United States, they “tend to consider themselves racially “black” and “ethnically” “Barbadian,” for example,” and of course remain “U.S. nationals by virtue of birthplace” (Hathaway: 4). Both first and second-generation Caribbean immigrants in the United States are illustrated in multiple ways – especially in terms of race, gender, and nationality. Hence, authors of African Caribbean descent have to largely explore and negotiate issues of identity formations in their artistic productions.

Like other Third World immigrants, African Caribbean immigrant writers, converge on the borders and internal spaces of competing cultures, as James Clifford terms “a culturally defined place where peoples with different culturally expressed identities meet and deal with each other” (24). The formation of an African Caribbean immigrant identity is the major subject of almost every African Caribbean writer, and only in the fiction of African Caribbean women writers does this issue get filtered through a historical consciousness. The question of identity for these women involves a self-definition, exploring their mixed racial and cultural heritages and inheritances. While the evocation of Caribbean geography is strong for these writers, there is a re-mapping of that landscape in cultural terms emphasizing the historical links to Africa. By linking to historical places, these women have not only explored cultural connections to Africa as well as the Caribbean, but reconfigured transnational communities, giving shape and texture to women’s subjectivity across borders. In crossing borders and boundaries, they re-examined and re-located ancestral ties to their motherland, bonding with Africans scattered over the globe, thereby forming black communities. In many ways, it is through cultural geography that acts of transfer occur, where individuals and groups construct and perform their identities by recollecting a shared past of contested norms, and practices.

The African Caribbean women writers in the United States who occupy center stage of Caribbean Women’s writings are Paule Marshall, Michelle Cliff, and Jamaica Kincaid. Creating personal and cultural identities, these contemporary women establish

a direct and distinct connection with the Caribbean as they write “home.”¹The works of these writers address identities fragmented by immigration, dislocation, displacement, and diasporic living. It also encapsulates resistance to colonialism, insisting that their “otherness,” as children of immigrants of colour, be accepted in the United States, as they give voice to their experiences and join in the attempt of women throughout the world, particularly in the African diaspora, to redefine themselves. The literary works of these women novelists including Maryse Conde and Merle Hodge seek to give expression to voices that come from diverse nations within and outside Africa. Selwyn Cudjoe says that “the rise of women’s writings in the Caribbean cannot be viewed in isolation, [because] it is a part of a much larger expression of women’s realities that is taking place in the postcolonial world” and that the writings of these women, which are grounded within the black diaspora,” are a part of a larger current of writing that is taking place worldwide (6). Significantly, enlightening is the ambiguous relationships these writers have with various “home” spaces(their triangular relationship) – the Caribbean, Africa, and the United States. The United States is indeed, part of their psychic and cultural conditioning, but their evolving search for a spiritual and cultural home takes them back to the West Indies, and through the Middle Passage to Africa. Their search for historical roots involves embracing cultural practices enacted through physical and psychological journeys. As such, the journeys the protagonist’s undertake in their works begins with the departure from America, and return to the Caribbean – an important trope in constituting identity.

The African Caribbean subject in their narratives, struggles with the contending histories and attempts to find a place in the postcolonial world. In the words of Martinican novelist and critic Edouard Glissant, Caribbean identity cannot be contained by the “fixed Being,” instead, it partakes of a “Diversity” that “establishes Becoming” (98). Hence, identities for the Caribbean women have undergone considerable change for various reasons. The primary one for leaving home was the desire for economic and intellectual growth. In addition, issues of constant migration and return to both their home land and host land, in their narratives express the complex identities born out of migration, as well as the resistant spaces they create. Both Africa and the Caribbean operate as homes to these women. Migrations (both voluntary and involuntary), identity and belonging, the relation between roots and routes, and the ties existing between identity and past, are central to the understandings of the ways in which these writers express notions of home in their works. As Carole Boyce Davies has remarked of Caribbean women’s writing in the United States, “Migration creates the desire for home, which in turn produces the rewriting of home... home can only have meaning once one experiences a level of displacement from it” (113). Home is therefore, considered as the important concept in many works of fiction by Caribbean women. Writing home means communicating with home, and it also means finding ways to express the conflicted meaning of home in the experience of slavery and colonization. Migration and exile are fundamental to understand the notion of homeland and each issue demands redefinition of one’s identity. Though geographically separated from their original homelands, Africans all over the globe were connected over many generations by their common history of colonial subjugation. Despite their dispersal (often traumatically), the African Diaspora is the quintessential imagined community, enabling wholeness of spirit and vision. Illuminating kinship, continuity, and communal relations between black diasporic peoples and their fellow members, the imagined homeland is a universal phenomenon functioning as a powerful mechanism binding common cultural and

¹ All three authors reside permanently in the United States but have maintained connections with their respective homes, Kincaid with Antigua; Marshall with her adopted home, Barbados; and Cliff with Jamaica, either through their writings or by enacting physical journeys. Therefore, it is no coincidence that the Caribbean is always, the source and topic of their literary works and discussions.

historical heritages. Hence, the emphasis on the cultural and spiritual aspects of communities and communal relationships – vital components that constitute both the “real” and the imagined, link diasporan Africans with continental Africans.

The journey that Diasporan Africans undertake for re-connecting with Africa – the lost mother/Homeland helps in bridging the gap in the reconfiguration of Caribbean identity. The lived experience of that journey is essential because, only after undertaking the journey can a writer, poet, artist, historian, or sociologist come out and affirm his or her Barbadian/ Antiguan/ Jamaican/ Haitian/Cuban/Dominican identity which he/she previously did not experience in its rootless condition. Growing up in the New York home, and making personal visits to Barbados (from her seventh year), throughout her childhood and adolescence, has had a profound effect on Paule Marshall’s identity. She speaks of Barbados constantly because of the powerful reflections on home by her mother and the Caribbean women, who congregated in her kitchen. Marshall conveys through her writings the interconnectedness with both her “homes” (the United States and the Caribbean), advocating on the preservation and celebration of the African past. Michelle Cliff who grew up in Jamaica, later moved to the United States, and was educated in New York and London, uses transnational experience to survey postcolonial diasporas. Cliff examines U.S. history as inextricably entangled with that of Africa and the Caribbean exploring issues of immigration, gender, colonialism and of course Caribbean heritage. And for her, migration issues are central in defining identity. Landscape, family, historical events, places, relationships, all become features in her exploration of identity. But, for Jamaica Kincaid, who was born and raised in the Caribbean (Antigua), a different kind of engagement with the homeland and Caribbean cultural community exists. Her fiction traces the legacies of domination in both the United States and the Caribbean exploring the history of imperialism. Embracing both her heritages, she focuses on women’s experiences and the conflicted mother-daughter relationships. From childhood to the coming of age in her novels, which may be explained partially by the trope of ‘home,’ she explores her home island, for, in addressing home, one is placing oneself in the position of child and navigating the Caribbean or African homeland. Both Jamaica Kincaid and Michelle Cliff were born in the Caribbean and then migrated to the United States. But Paule Marshall was born in New York and became aware of her identity within the Caribbean households which her parents created, and through her subsequent visits to the West Indies. These writers capture all the issues concerning migration, and identity. In essence, what initially started as an investigation regarding the inclusion of these emerging African Caribbean women as part of the African American literary tradition proceeds to glorify their status in many literary traditions – Caribbean literature, Caribbean women’s writing, African-American women’s writing, Women’s writing, and Black writing.

The West Indian characters in the works of Paule Marshall, Jamaica Kincaid, and Michelle Cliff address bicultural images of existence within the racial and global universes. As women writers born of West Indian parents, they rework ancestral histories emphasizing on the ‘return’ to the homeland. Despite enjoying their status as American nationals, to a large extent their writings carry us backward to the experiences of slavery and forward into the present centering on the knowledge of West Indian identity. Exploring the African Caribbean diaspora in the United States, they address questions of race, and gender; identity and belonging; past and present; public and private; power and powerlessness; history and myth; displacement and dislocation; personal and collective; First World and Third World – all historical categories in understanding both black world and a female sensibility. However, the act of claiming both a female sensibility (world) and a black world was not self-conscious. For these women, as for other black diasporic women, this claiming is a natural “unconscious” act. Hence, these women speak not only for themselves but also for all black women who

share a common history. Whether immigrants or not, blacks dispersed all over the globe, are transnational travellers, who traverse territories, manage power relations, embrace their multi-racial heritages and sustain in their own diasporic spaces.

In fact, the area of African Caribbean cultural studies is ripe for research, both in the present and future. Sucking Salt : Caribbean women writers, Migration and Survival by Meredith M. Gadsby; Making Men: Gender, Literary Authority and Women's Writing in Caribbean Narrative by Belinda Edmondson explored the nuances embedded in the writings of women writers from Caribbean. They deal with the issues of racial, sexual, and colonial oppression as well as with the silence that surrounds that oppression. However, a look at a cluster of thinkers in the fields of postcolonial theory, critical race studies, and theories of transnationalism and the global, all of whom draw from and transform the other critical currents include Edward Said, Stuart Hall, Gayatri Spivak, Paul Gilroy, Appadurai, and Bhaba. Literature by women of various diasporas, specifically the African diaspora has rendered wide readership, and African Caribbean women writers, most importantly have refigured their status as authorial subjects. Writing from the United States, addressing the Caribbean, the African Caribbean women already had access to black authorship through African American literature, which opened up the possibility of black /Caribbean female authorship, which was not available for earlier writers like Jean Rhys. The African Caribbean women have forced a re-examination of critical key structures in post-colonial Caribbean discourse, as more recent authors are expanding the contours of Caribbean identities. Critical writing from the respective contexts is calling for attention as more and more are taking interest in embarking on research in African Caribbean Women's literatures which is emerging as a vibrant site for exploring new routes to roots.

Much scholarship and critical study carried out on African diaspora focuses on how the descendants of Africans rebuilt their cultures, and identities away from home. These enslaved people and their descendants who resettled around the world constitute the modern African diaspora. Today, there are scholarly journals, conferences, seminars, research programs, courses, and a host of books on African culture and literature. Hence, the growing interest in African culture and history, the critical theories in studying racial and ethnic groups, and in viewing culture as an entity for transmission calls for understanding the concept of the diaspora.

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ENGLISH LANGUAGE TEACHING

Professional Challenges of Teaching: Learner Perspective *Dr Varalakshmi Chaudhry*

Introduction

Teaching involves not only the transfer of knowledge from the teacher to the student; but also the nurturing of relationship between the two in a gentle way. In Sanskrit, it is described in the following way:

Sahanavavatu Sahanav gunaktu / Sahaveeryam Karanavahai / Tejasvi na va dhi ta mastu / Mavid Vishava hai / Om Shanti, Om Shanti, Om Shanti

[The essence of the sloka: the teacher and the disciple should study the text together, without any ill feelings towards each other and with complete control over their energies and with no negativities involved.]

The current generation learners are techno savvy and have easy accessibility to lots of information through the click of a mouse. Teaching in the classroom has become an exercise in patience comparatively – both for the students and the teachers. What are the expectations of the modern learner? Can a modern teacher rise to the occasion? Which type of personality should a teacher have? How should one teach when the information and knowledge is already available through the internet? What kind of strategies should a teacher adopt to assert the importance of a classroom teaching? What kind of learners do we have? These are some of the questions that prompted this study.

The Study

The subjects for this study are B. Tech second semester students of NC College of Engineering, Israna (Panipat). 56 subjects have been given a written test in which they had to write down the responses for the three questions related to teaching profession: i) What are the problems faced by students in the classroom because of teachers? (ii) Give three qualities of your favorite teacher. (iii) Give three qualities of a teacher whom you dislike. The responses are analyzed and certain common criteria (question-wise) have been identified.

The results of the data analysis have been tabulated below (number of instances across the 56 subjects is mentioned in brackets):

Q. 1 Problems of Learners	Q. 2 Qualities of favorite teacher	Q. 3 Qualities of non-favorite teacher
Nature/ character (76)	Beauty/ looks (5)	Nature/character (73)
Lots of assignments (14)	Quality of teaching (19)	Discrimination (4)
Attendance threat (8)	Nature/character (110)	Attendance threat (4)
Discrimination (8)		

The common criteria, across the subjects, identified are described below:

Nature/ Character refers to the personality traits; strengths and weaknesses; and attitude of the teacher

Lots of Assignments refers to the amount of homework given; continuous evaluation tests; and class work given.

Attendance Threat refers to the warning given by a teacher that if the student does anything wrong, the punishment would be that he would lose attendance

Discrimination refers to the difference shown by the teacher between the intelligent and dull or average students.

Results and Interpretation

An interesting finding is that the highest number of instances across the subjects is under the criterion: Nature/Character of teacher. The least number of instances is under the criteria: Discrimination and Attendance threat. Even today, the personality of the teacher matters a lot. A teacher is supposed to be omnipotent, omniscient and present whenever the student needs his or her help.

Professional Challenges of Teaching

The study throws light on some important professional challenges for a teacher. The following are the challenges faced by the teacher of this millennium:

- a. Teachers need to find new strategies to make the subject content more interesting for the eternally bored students. The modern students are not easily convinced about anything. Their psychology need to be understood.
- b. Proper time management in the class is compulsory. When to give the cognitive break during lengthy and boring lectures has to be well thought of; otherwise teachers might face empty classrooms. The topics during the break in between a lecture have to be interesting.
- c. The importance of attendance cannot be overemphasized. The students might get cheesed off. At the same time the students have to be somehow retained in the classroom.
- d. The teachers need to be a role model for the students. A lot is expected by the students.
- e. The nature and amount of work to be given to students has to be well planned. The work should be interesting enough to the student. He should be able to submit assignments on time without reminders.
- f. Teachers need to handle students of various intelligence levels in a balanced way. The dull and the average intelligence students need to be focused on. The highly intelligent students need also be tackled carefully.
- g. A teacher needs to be a classroom researcher to capture the ever changing nature of student community. Small scale studies can be done on the students periodically.

Appendix: Some Extracts from Data

Question 1

- Formation of caste system: intelligent (good marks) vs. less marks.
- Upper caste is capable and lower caste is incapable
- Something new should be installed in the teaching system.
- Some teachers think that they have become teachers they can talk in rude manner to everyone.

- Teachers torture by lot of home work, assignments.
- Instead of feeling confident, the students feel scared, nervous, and under confident due to the teacher's attitude towards the subject the teacher is teaching. As a result they lose faith in the subject and the in the teacher
- Pass time, teaching style, just do the duty, cover syllabus, only on intelligent students, weak students are left out.
- Didn't focus on basic knowledge and just want to cram.
- The famous problem of the students in NC College is about attendance.
- Can't try to understand what type of study the students wants i.e. means the study that not depressed the students but a study when student do they enjoy.
- Teacher cannot understand the condition of the student.
- A lecture is no more than "50 minutes!!" to a teacher as well as student
- Striking of attendance as penalty.
- Some teachers make fear in the student's mind of internal numbers.
- The teachers show off their power very much...makes their students moved on their fingers.
- The image of student in front of teacher is also important.
- Students feel bounded types Feel sleepy in the last 15 minutes ...teachers come in lecture, teach, take attendance and go bekar totally.
- The time of teaching by the teacher should be less in range of 35-40 minutes. After that the teacher and also student can take rest & just because of this mind becomes fresh, students feel energetic/ powerful.
- Intelligent and average students are given the same work.
- Some teacherare personally jealous with the student.
- But sometime the teacher react in such a way that even the student feel shame to ask.
- Sometimes when a teacher is teaching and he ask samaj aa gaya all the student say "yes" sir or mam. But half of class usually don't understand the question, only intelligent students. Teacher didn't watch on the dull students and give no attention on the dull students don't allow students to speak.

Question 2

- Because of her good teaching I love to study BEE in my 1st semester only because of her.
- Polite, friendly love to attend her lecture.
- Try to understand the weakness of student and help to eradicate them.
- Favorite teacher is one whose class we have to attend at any cost.
- Frank as a parent, keeping in mind at every weak or intelligent student, give chance to student to express them self and explore their knowledge.
- Never disclose the disquality of her student in mass.
- Knows level of my study.
- Allows us to cheat in last 15 minutes, have good sense how to dress, he never come with books in our class.
- Understands my nature & style of teaching so that I can learn well.
- I was comfortable to discuss my problems with him and he also help me to overcome that problem.
- He should give the various ideas of life and about his experience about life. "should scold us" "teacher is the 2nd part of parent and 1st part in the God as it give us the way to progress in life.
- Give proper time to all the students.
- He understand students feeling.

Question 3

- Allow students for bunk, ask foolish and irritating question from student that doesn't belong to his/her subject, intrupt in personal life.
- Not frank, teaching is only a duty, didn't stress on basic knowledge and just want to cram.
- If a student do a mistake and felt sorry it doesn't bother him, he will become his enemy nothing comes in between.
- Strict, boring, samjhana nahi aata, sirf notes likar aa jaate hai .
- Striking off attendance as penalty Even if teacher is good at teaching, he/she can be considered not good.
- Imitation of a radio...keeps on giving lecture filing the board and yet output is null. Atleast I never understood what he wanted to say from the first day very very fast in covering the syllabus, I can say his speed is comparable to that of light gives a lot of assignment but here also he doesn't stop wants handwritten assignments, I mean also does that, I've always given printed assignments during my school days, looks like I've been shifted to an 18th century gurukul.
- Dhamki of attendance (cheap) not cheap exactly a feel like we are in prison during lecture If we gather courage to talk with him next time, giving us strange looks as if we have asked his life.
- Someone behave like student is their competitor some teacher in this college are going cinema with a student which should not be happen Their should be boundary b/w student & teacher some teachers are behave angree with the student.
- Arrogance..... makes the students to learn not understand lecture very boring & long.
- Never taking about practical things, same face expression during the whole lecture.

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Acquiring Articles in English: A Study of Young ESL Learners

Dr. T. Karunakaran & Kandharaja K.M.C

Literature Review

We report the findings on the obligatory and non obligatory uses of the definite article 'the' here. Haiyan and Lianruis' (2010) study looks at the accuracy order and usage pattern of English articles in Chinese learners of English in both obligatory and non obligatory contexts and it also identifies the semantic contexts which creates difficulty for the Chinese learners of English in choosing the appropriate article. The subjects for this study were 121 Chinese learners of English, of which 41 were male and 80 were females. Age of these subjects ranged from 17-24 years. The subjects were divided into three groups based on their proficiency. Haiyan and Lianruis (2010) used two methods: tests and interviews to collect data. The data was analyzed both qualitatively and qualitatively. Two types of tests were used: (i) Fill in the blank test and (ii) a cloze test. Both were adopted from Master (1994). All the students took the test but four students from each group were selected randomly for the interview. The interview was conducted to support the data collection from the two tests. In Haiyan and Lianruis' (2010) study, to measure the accuracy order of English articles in Chinese learners of English TLU (Target-like use) measure (pica 1983) was used. To analyze the article usage UOC (Used in Obligatory Contexts) measure (Master 1987) was used. A comparison of the mean TLU score among two showed the accuracy order of the English articles in Chinese learners of English is present in the order of the > Ø and this remains same across the three groups participated in the study. By comparing the mean UOC scores among three groups of was found that Group 1 and Group 2 whose proficiency is at intermediate level have the tendency to overuse 'the' and underuse 'Ø'. In contrast to this the advance learners in group 3 have the tendency to overuse Ø. The authors explain this by referring to Huebner's (1983) notion of flooding and tickling. Huebner's explained that beginner level learners whose native languages do not have an article system, have tendency to overuse zero articles at initial stages; once they come across 'the' they start over generalizing it for zero article. As their proficiency level go up they realize the role of zero article and once again they star overuse is zero article. It was also found from the TLU analysis that different semantic contexts poses different level of challenge to students. For the beginner and intermediate level learners the use of articles in idioms and generics was found to be the most difficult one. The authors also take support from Liu and Gleason's (2002) and reiterate that the cultural use of articles in cultural contexts is the most difficult for the beginner and intermediate level learners. This sophisticated use of articles improves as proficiency in the language increases. The findings of this article are also relevant to ESL learners whose native language do not have an article system.

Liu and Gleason's study specifically looks at the non generic use of the English definite article *the*. The authors categorized the non generic use of English definite article 'the' under four major categories: cultural, situational, structural, and textual. The main objective of this study was to test whether these four categories pose different levels of challenge for ESL Learners and whether the categories are acquired at the same time. The authors assumed that the four categories use vary in the context of use and rule applications; so they anticipate that the four use would not be equally difficult for ESL Learners and hence the categories will not be acquired at the same time. The total number of participants in the study is 128 and they all had TOEFL score above 500. The authors designed a cloze test to check their current proficiency. Based on the

performance in the test students were grouped as follows, 41 students at low level, 49 students at intermediate level and 38 students at advance level. Author used one test to examine knowledge of definite article usage in the contexts, the set of 91 sentences, of which 51 sentences requires 60 obligatory uses of *the* and 40 sentences were included as distracters. Students were given one and half hours to complete the test. While analysis the data, the number of non generic use of 'the' in obligatory contexts was counted and applied to statistical tests. The findings from this study show that the learners find the cultural use to be the most difficult one and followed by textual, structural, and situational uses. The findings on cultural use as the most difficult one support the findings of Master's (1995) study. The finding of Liu and Gleason (2002) shows that textual is more difficult than the structural use, which seems to be a bit surprising. The Authors gave an explanation that this variation is due to task effect. Second the number of *the* use in distracters and in unexpected places was also counted. The overuse of *the* was categorized into four types cultural, structural, general reference and ungrammatical use. By using MANOVA statistical analysis it was found that cultural, structural and general overuse of *the* increases as the proficiency further improves from intermediate level to advance levels. The over use of 'the' in the ungrammatical categories decreases as the proficiency increases. The findings supports author's hypothesis. (i) The four non generic uses poses different level of difficult and learners follow a natural order is acquiring the four categories as found in the case of L1 learners. (ii) The students' use of *the* in obligatory contexts improves as the proficiency increases. (iii) The students over use of *the* follow a different pattern than that of native speakers of English and the overuse gets better at with the increase in proficiency levels.

Aim of the study

Our study is based on Liu and Gleason (2002), in which they examined adult non-native speakers' knowledge of definite article in four categories: cultural, structural, situational and textual. We examine the knowledge of young ESL learners' knowledge of definite article 'the' in three categories: structural, situation and textual. In our study, we exclude the cultural use because young learners' exposure to language and world knowledge is limited. For example the name of geographical places, The Himalayas takes definite article 'the' and the name Mount Everest doesn't take the definite article 'the'. So to use the right article students need to have the knowledge about exceptions and it is possible only when students had adequate exposure to English language. So knowledge of cultural use of definite article 'the' might pose more difficulty for young ESL learners that the adult ESL learners. The findings of our study will have pedagogical implication in the teaching of English language articles in ESL classroom context.

Research questions

1. Do children have knowledge of use of definite articles in English?
2. Do the three different semantic conditions of use of definite articles pose equal level of difficulty for children?
3. Do children show a developmental order in acquiring these three semantic conditions?
4. Is the order comparable to adult ESL learners' knowledge of definite articles?
5. Do children use definite articles in a better manner when the task is contextualized?

Subjects

The previous researches in the area of English article acquisition are undertaken on the non native speakers from Indo European languages background. In this study participants are from two different language family backgrounds they are Indo-European languages (Hindi, Urdu) and Dravidian language (Telugu). Forty children learning English as a second language participated in the study. All the children were from sixth grade in Vedic Vidhyalam Higher Secondary school, located in Hyderabad metropolitan city. These children learn English as their second language, their medium of instructions in school is English and they were all from English as second language context (India). The age group of these children ranged from ten to fourteen years. The average age of the participants was eleven years.

Table 2.1: Age range, average age, years of exposure and average years of exposure of subjects

age range	average age	years of exposure (minimum –maximum)	average years of exposure
10 -14	11	4-7	5

These children have four to seven years of exposure to English language. The average years of exposure to English language was five. The children were from three different linguistic backgrounds, Telugu, Hindi and Urdu. The Telugu speaking children were thirty three in number, Hindi speaking children were six in number and Urdu speaking children was one in number. The numbers of participants from three languages were not equal. Note that, all the three Indian languages do not have an article system. So we assume that the variability in the number of participants from these three languages will not affect the data. However we do not make any analysis on whether prior knowledge of L1 has any effect (positive/ negative) on their performance in L2. Out of the forty students, five students did not participate in Test II so those five children were not considered for the actual analysis of the main study. So, thirty scripts of thirty five children papers were taken for data analysis.

Test used

Two tests were used to collect data from the students. Test 1 was a fill in the blank test and test 2 was a cloze test. Test 1 consisted of twenty isolated sentences with twenty one blanks. In eleven sentences, there were a total of twelve instances of obligatory use of definite article 'the', with one sentence (q.no.13) containing more than one instance. The remaining nine sentences acted as distracters.

Out of these twenty one instances, seven instances (33.33%) were from each category situational, structural and textual. Within each category there were four instances of obligatory use of definite article 'the' and three instances acted as distracters or non-obligatory use of definite article. Out of twenty, fifteen sentences were adapted from Liu and Gleason (2002) and Haiyan and Lianrui (2010) studies. Some changes were made to suit the young Indian ESL learners. The other five sentences out of twenty were created by the researcher. To check the obligatory use of definite article in all three categories we deleted the definite article and left a blank in that place. The actual test 1 is given in appendix .

The second test (test2) was a cloze test with picture cues. The actual test 2 is given in appendix. The text with pictures was taken from the book Cambridge young learners English tests Flyers 1. We made one change to the original text, the second sentence is

“one Sunny morning grandmother made a picnic” we included the word ‘their’ to the word grandmother in the second sentence of the text, the changed sentence was “One Sunday morning their grandmother made a picnic and took ____ boys to ____ beach.”, the word ‘their’ was added to the sentence to make the referent clear to the participants. All the obligatory use of definite article in the text was deleted and converted them into blanks. We decided to use fill in the blank task because it will reduce the challenge of the task and it will match the level of the children. There were total of twenty three instances of which twenty one required obligatory use of definite article ‘the’ and two instances were non obligatory context. Of the twenty one obligatory instances, seventeen instances were textual use, two instances were structural use, and two instances were situational use.

Method of scoring

For each correct answer, students were marked 1 and for each wrong answer students were marked 0. In this study we use simple arithmetic calculations to represent our findings, so in order to make our mathematical calculations simple we have marked students either 1 or 0. We counted the total number of correct use and incorrect use for three categories in both obligatory and non obligatory context. Thereafter, we used percentage calculation to analysis our data. The percentage of correct and incorrect usage was calculated for obligatory and non obligatory context in all three categories.

Discussion

In this study as mentioned earlier use of definite article ‘the’ and zero article ‘Ø’ are the two English articles tested. These two language items are tested through two different tasks. We tested knowledge on these 2 aspects of article use in young ESL learners enrolled in grade 6 with 6years of exposure to English. We first report the overall performance of definite article ‘the’ and zero article ‘Ø’. Second we report the children performance in test 1 and test 2. Finally, we compare the performance in both the tests.

Overall performance

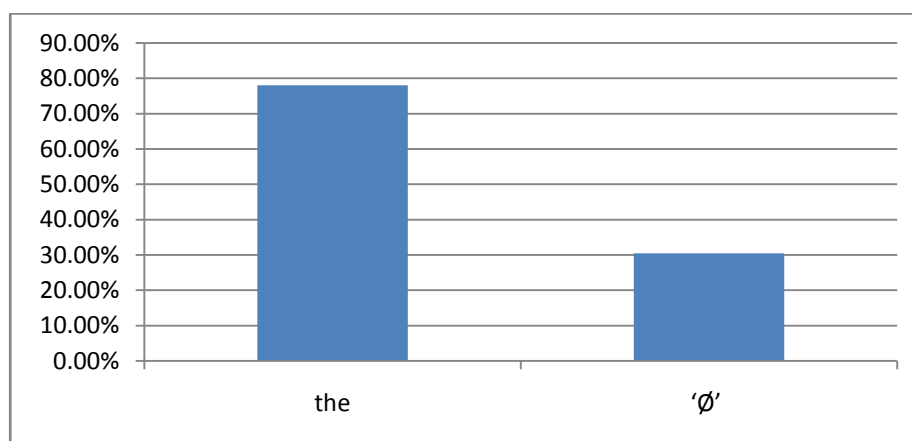


Figure 1: Percentage of overall performance of *the* and *Ø* in test 1&2

In this section we report findings on children’s performance in both the tests taken together. The percentage of overall use of definite article ‘the’ in both fill in the blank test and in cloze test is 78.26%. The percentage of overall use of zero article ‘Ø’ in both fill in the blank test and in cloze test is 30.47%. This shows the use of definite

article ‘the’ is more target like than the Zero article and it also proves that definite article ‘the’ is acquired before the zero article ‘Ø’. This finding supports Haiyan and Lianrui’s (2010) study that definite article ‘the’ is acquired first than followed by the indefinite article ‘a/an’ and zero article ‘Ø’. But it contradicts with findings from the Master’s (1987) study where it was found that learners whose native language doesn’t have article system follows the sequence zero: article, definite article ‘the’ and indefinite article ‘a/an’. According to Huebner (1979), learners from other languages which don’t have an article system, in the initial stages, which means before learners have enough exposure to English article system they tend to use zero articles in place of definite article ‘the’. This is because their interlanguage is like their native language. In this stage learners doesn’t know the use of zero article in English language but they use it because of their native language influence. So it cannot be said that the learner has completely acquired the use of zero article in English language and in this study we don’t take interlanguage issues into consideration.

Performance in Test1: Isolated form of use

Test one is a fill in the blanks test in case of isolated sentences. The total obligatory use of definite article ‘the’ is 78.5% and that of non-obligatory use is 26.66%. The percentage of correct use of definite article ‘the’ is 78.57% and the percentage of correct use of zero article ‘Ø’ is 26.66%.

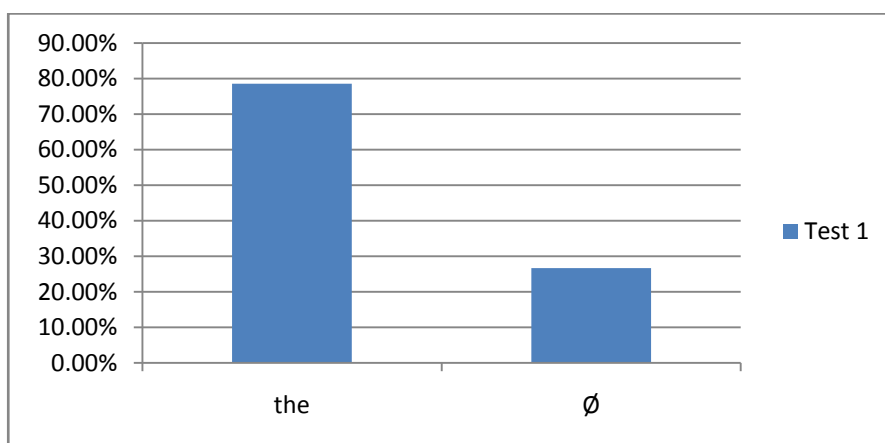


Figure 2: Percentage of correct use of *the* and \emptyset in test 1

This difference between the percentages once again shows that definite article ‘the’ is acquired at a higher rate than the zero article ‘Ø’. The use of definite article ‘the’ is tested in all three categories, textual, situational, structural. Six isolated sentences with seven instances are used to test the textual use of definite article ‘the’. Textual category includes both the anaphoric and associated anaphoric use of ‘the’. But in this study only the anaphoric use of definite article ‘the’ is included, because the associative anaphoric use of ‘the’ is higher order knowledge which is generally not found in children. In the obligatory context the percentage of correct usage is 77.85% and the percentage of incorrect usage is 22.14%. This shows that the students have acquired the anaphoric use of definite article ‘the’, and so the underuse of null is less.

Table 1: Percentage of definite article and zero article use in test-1

Category	Obligatory context % of correct use	Non-obligatory context % of correct use

Textual	77.85%	24.76%
Situational	82.14%	22.85%
Structural	75.71%	32.38%

In the non-obligatory context the percentage of correct usage is 24.76% and the percentage of incorrect usage is 75.23%. First, we will look at question number eight, “At the zoo I saw several tigers. I think that ____ tigers are beautiful animals.” In this sentence second use of ‘tigers’ is not used as the second mentioning but used as general referent or generic use of the, which doesn’t require a definite article ‘the’. This clearly shows that children are not familiar with the generic use of definite article, which is also a higher order of knowledge as well as culture specific knowledge which can be acquired only after having an adequate exposure to English language. The data also show that the overuse of definite article ‘the’ is high in the non obligatory context. In general we can say that children have acquired the use of definite article ‘the’ in textual context but they are yet to learn the exceptions.

The second category is the ‘situational use’ of definite article ‘the’. The situational use is most commonly found in spoken discourse. Seven isolated sentences mostly the direct speech form of the sentences were used to test situational use of definite article ‘the’. For example question number nineteen, “My father said to me, ‘can you pass me ____ newspaper’.” Situational category includes both visible situational use (For example, a teacher says to a student, “Take ____ duster.”) and immediate situational use (For example, English teacher says to his students, “Read ____ chapter twenty in your book.”), these two categories are included in our test because these two sub categories pose an equal number of challenge and these two are one of the basic elements in spoken discourse. In obligatory context the percentage of correct usage is 82.14% and the percentage of incorrect usage is 17.85%. This show that students have acquired the immediate and visible situational use of definite article ‘the’ and the underuse of zero article is less compared to the textual category. In non obligatory context the percentage of correct usage is 22.85% and the percentage of incorrect usage is 77.14%. It clearly shows that in the case of exceptions they failed to use the correct article, zero article. Why do students fail to use the zero article in case of exceptions? In English some sentences don’t take the immediate situational use of definite article ‘the’ because of cultural reasons. For e.g. English teacher says to his students, “Read ____ chapter twenty in your book.” In this case chapter twenty is immediate situation use but for cultural reasons we don’t use definite article ‘the’. Once again children require the culture knowledge to get the exceptions correct. The situational exceptions are more difficult than exceptions in other two categories. So because of these reasons overuse of definite article ‘the’ is very high in this group compared to textual and structural use of definite article ‘the’. In general we can say that children have acquired the immediate and visible situational use of definite article ‘the’. But in case of exceptions they are yet to learn them.

The third category is the structural use of definite article ‘the’. The structural use is basically syntactic knowledge and it is intra sentence phenomena. The language elements in the sentence govern the use of definite article ‘the’. The structural use includes both uses of the unfamiliar NPs with explanatory modifiers and without explanatory modifiers. But in this case only the use of the in unfamiliar NPs with explanatory modifiers is included. For example, ‘In my house, there is a picture of a dinosaur on the wall’. Seven isolated sentences are used to test structural use. In obligatory context the percentage of correct use is 75.71% and the percentage of incorrect use is 24.28%. Is shows students have acquired the structural but they have not mastered it like textual use and situational use. In general underuse of zero article is

less but it is higher than the previous category. In non obligatory context the percentage of correct use is 32.38% and the percentage of incorrect use is 67.61%. The percentage of correct usage is high compared to other two categories. It clearly shows that children are able to access this information that certain NPs don't take definite article but they are yet to master this knowledge. This can be further explained by using one instance, question number twenty. Why don't you come to my house for _____ dinner tonight? For this question fourteen students gave the right answer out of thirty five students. This is the only instance of distracter in which participant's percentage of correct use is high, 40%. This knowledge about exception is high in structural use than in situational and textual use. So as the result overuse of definite article 'the' is less compared to textual and situational category. But in general we can say that overuse of 'the' is still high.

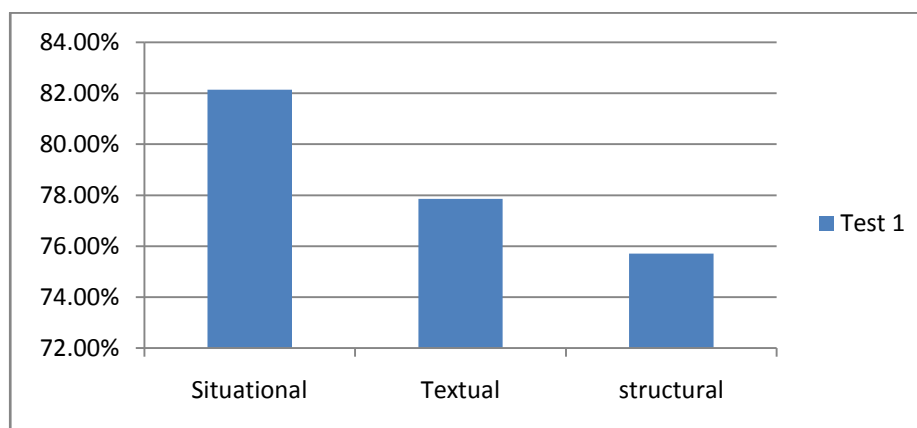


Figure-3: Percentage of correct use in obligatory context

The order of acquisition of definite article 'the' in obligatory context is situational followed by textual and structural. This order partially reflects the order of acquisition of Liu and Gleason (2002), situational, structural, textual and cultural. The situational use is acquired first because it is widely used in spoken discourse and it is not complex like other uses. Our order contradicts with Liu and Gleason's (2002) study that in our order textual comes before structural but in their study structural comes before textual. There is a special reason why structural comes before textual in their study. According to Liu and Gleason (2002), in their study, about half of the items in their instrument consisted of a textual use of *the* were of associative anaphoric type- that is, the noun in question was associated with, rather than the same as, the previous mentioned noun. So in their study the lack of direct previous reference might have caused some of the subjects to miss the associated reference. This supports our order of acquisition because we didn't use associative reference in our instrument, so as a result textual comes before structural. The structural use is last acquired because it is more complex than other two categories because it requires the knowledge of NPs.

The findings in this section, gives answers for the first four research questions. First it proves that children have knowledge of use of definite article in English. Second it shows that three different semantic conditions of use of definite article 'the' do not pose equal level of difficulty for children and the use of definite article 'the' also follows developmental order in acquiring these three semantic conditions. Finally, it also shows that young ESL learners' order of acquisition is comparable to the adult ESL learners' knowledge of definite articles

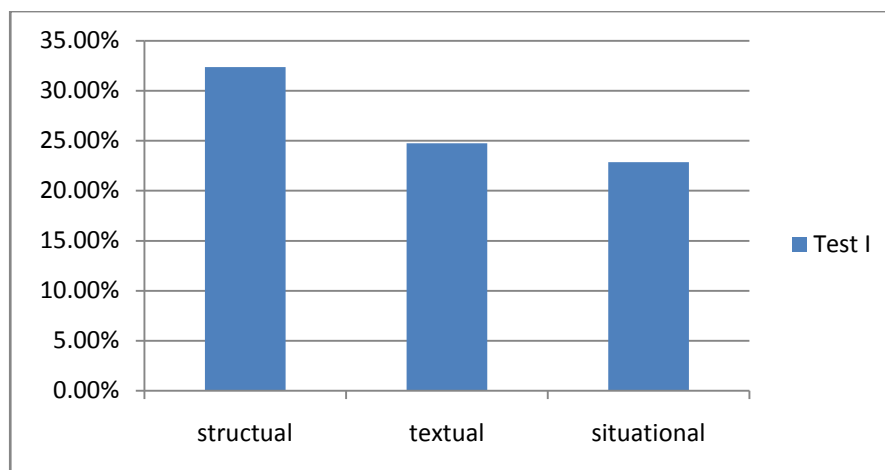


Figure-4: Percentage of correct use in non obligatory context

Figure-4 shows that over use of definite article ‘the’ is high in situational category followed by textual and structural. In other words we can say that exceptions in structural cases are easily acquired than other two categories. There are two reasons for this (i) is the frequency of the exceptions itself and (ii) is the nature of exceptions itself. In case of textual and situational use exceptions doesn’t occur very frequently compared to structural use. Liu and Gleason (2002) stated that, “In fact, except in the scientific register, the generic use of *the* has been found to be very rare” (p. 5 and 6) but they didn’t given an explanation of situational category. Both textual and situational category exceptions require the cultural knowledge to answer them. Liu and Gleason (2002) also supports our view that, “It doesn’t seems logical to categorize as situation or textual those overuses of the in the situation and textual distracters” (p. 11) and “Such overuse is thus not textual but overuse with general reference nouns. As stated earlier, if a noun truly has previous textual reference, *the* will be necessary, hence no textual overuse per se. The same can be said to the placed in the situational use distracters” (p. 11) Liu and Gleason felt that the textual and situation distracter doesn’t go into their respective category so they labeled them as general reference over use. But in case of structural distracters it involves once again the exceptional NPs which don’t take definite article ‘the’ and it comes under the structural category. There are high possibilities that children can come across these exceptional more frequently than situational and textual exceptions or might have memorized the rules of exceptions.

Performance in Test 2: contextualized form of use

In this section we present the findings from children’s performance in the second test – picture based story completion task.

Table 2: Percentage of definite article and zero article use in test-2

Category	% of correct usage	% of incorrect usage
Zero article	34.28%	65.71%
Textual	77.47%	22.52%
Situational	74.28%	25.71%
Structural	85.71%	14.28%

Table-2 shows that, the percentage of correct use of definite articles 'the' is 77.95% and the percentage of correct use of zero article is 34.28%. In Test 2, number of instances between the categories is not equal. In case of zero article, situational and structural categories the total instances are six, two instances per category respectively. But in case of textual category total numbers of instances are seventeen. So in this section our discussion will be confined to the corrections of use of knowledge of definite articles with respect to the textual usage. In Test 2 for textual category, both anaphoric use and associative anaphoric use of 'the' were used in the instrument. In case of anaphoric use percentage of correct usage is 78.28%. It is a clear indication that they have acquired the anaphoric use of definite article 'the'. This because the number of NPs is less and they are interconnected because of the context, these factors automatically reduces the challenge for the children and they are able to use it correctly.

In case of associate anaphoric use percentage of correct usage is 71.42%. In the instrument two instance of associate anaphoric use of 'the' is used. Let us look at both the instances in a detailed manner. "Last summer George and Harry were staying at their grandparents' house by the sea. One sunny morning their Grandmother made a picnic and took ____ boys to ____ beach." For the first instance percentage of correct usage is 80% and for the second, percentage of correct usage is 62.85%. This difference is because of the semantic gap between the noun and the association. In the first instance the semantic gap between George, Harry and boys is not very high. So the children could easily associate them with the help of context and pictures. In case of case of second instance the semantic gap between sea and beach is very high compared to the previous one. But even then children could easily associate them with the help of context and picture. In general we can say the textual use is very high in these children and they are able access the higher order of knowledge, the knowledge of associative anaphoric use when there is a context support. The context support can be in both text and picture forms.

The overuse of 'the' seems to have decreased in task 2 because of two reasons. The first reason is that number of instance in non obligatory is reduced to two out of twenty three. The second reason is that in the context, where the numbers of NPs are restricted. Because of these reasons learners find it easy to use the rules of zero article, structural and situational use. This is why overuse of 'the' is less when it is compared to the test 1 which has many NPs to focus on. It is the clear indication that learners have knowledge of definite article 'the' rules but more data would be required to comment on their knowledge of mental rule in context as well as in decontextualized conditions. However, from the test 1 which is a decontextualized task we can say that their knowledge of definite article is rather high compared to contextualized condition. But their knowledge of zero article is much lower when compared to the contextualized condition.

Comparing performance on both the test we can say that learns have a considerable amount of knowledge where to use definite article but they are yet to learn where not of use the definite article 'the'. It will take some time for them to overcome overuse of the in non-obligatory context. In term of proficiency of definite article use, we can say that are in between beginner level and intermediate level (Liu and Gleason 2002, Haiyan and Liaurin 2010). Overuse of 'the' is also evidence for creative construct process (Dulay and Burt 1973) but at the level of reception. This is not actually a natural production task, so to comment on their production we need more data. From both the test 1 and test 2, we found that textual knowledge of definite article is high in both the conditions. But the textual knowledge of definite article is high in test 1 because in test one only the knowledge of anaphoric use is tested but in case of test 2 both anaphoric and associative anaphoric uses is tested. Despite this reason the difference between them is

not very significant. But their knowledge about the exceptions is very low because they need to have the knowledge of the generic versus non generic use. It is a higher order knowledge which will take some to acquire.

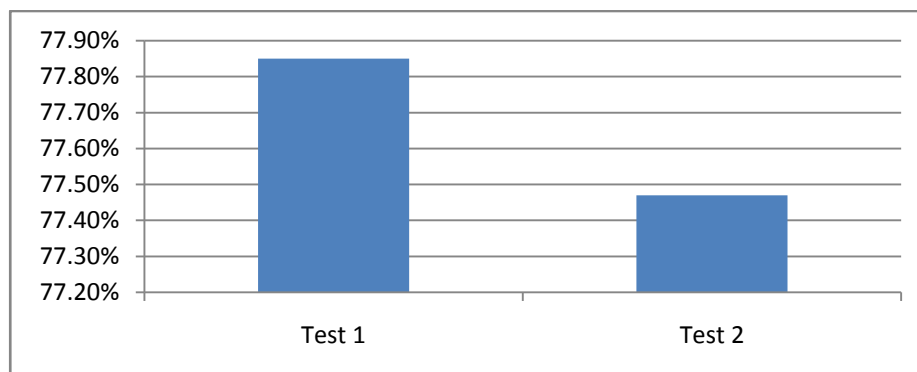


Figure 5: Percentage of correct use in textual use of definite article 'the'

In general, we can say that they don't make too many mistakes in the obligatory textual use but in exceptions, their learning is very low which is yet to be learnt and the textual usage improves in contextual conditions. This answers our fifth research question. Given below is a summary of the major findings of this study.

- 1) This study once again proves that definite article 'the' is acquired before the zero article.
- 2) Young language learners acquire the non generic use of definite article in following order: situational, textual and structural. This order partially reflects the Liu and Gleason (2002) study.
- 3) Textual use of definite article 'the' improves when context is provided.

Conclusion

This study dealt with the non-generic use of definite article 'the' by the young ESL learners and it proved that structural, situational and textual use of definite article 'the' pose a different level of challenge for the young ESL learners. Structural use is the most abstract knowledge for the young ESL learners to acquire followed by textual and situational use. The above findings have pedagogical implications for the teaching and learning of the non-generic use of definite article 'the', though this is not the focus of the paper. This order situational, textual and structural should be taken into consideration for the teaching of English articles for young ESL learners. It doesn't mean that teaching of non-generic use of definite article 'the' should be according to the order of acquisition, but it will help the teacher to decide which use of 'the' should be focused depending on the level of the learners and it will facilitate teachers to create a favourable atmosphere for the acquisition of non-generic use of definite article. For young ESL learners cultural use of definite article 'the' can be avoided at this stage, because it is more of conventions and rules. Using different tasks and instructions for the three uses of definite article 'the' will help the young ESL learners to acquire the English definite article 'the' better.

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Appendix I (a)**WORKSHEET I**

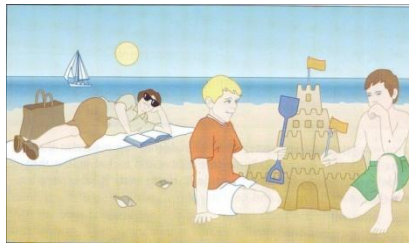
Fill in the blank in each sentence with **“THE”** or **“Ø”**.

- 1) A teacher says to a student, “Take ___ duster.”*
- 2) People who smoke ___ cigarettes often get lung cancer.
- 3) A man knocked on my door. ___ man was bleeding.
- 4) Mother says to her child, “Switch off ___ television.”
- 5) Octopus has eight legs and lives in ___ sea.*
- 6) In my house, there is a picture of a dinosaur on ___ wall.
- 7) Teacher says to her students, “Answer to ___ question number one.”
- 8) At the zoo I saw several tigers. I think that ___ tigers are beautiful animals.
- 9) Rajesh is a naughty boy, but he is serious with ___ studies.*
- 10) Pawan says to Arun, “___ evening sky is really beautiful.”
- 11) Rahul keeps sending ___ messages to me.*
- 12) ___ air in this city is not very clean.
- 13) My mother has a white dog and a black dog. ___ white dog is taller than ___ black dog.
- 14) English teacher says to his students, “Read ___ chapter twenty in your book.”
- 15) In this family, ___ first child gets everything.
- 16) Do you know ___ principal of this school?
- 17) Raju bought a car on Monday. On Wednesday, he crashed ___ car.
- 18) Rakesh Sharma was ___ first Indian to travel in space.*
- 19) My father said to me, “Can you pass me ___ newspaper.”
- 20) Why don't you come to my house for ___ dinner tonight?”

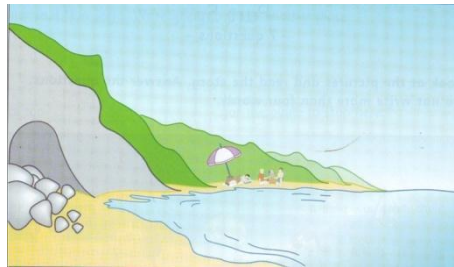
* - sentences created by the researcher.

Appendix I (b)
WORKSHEET II

Look at the pictures and read the story. Fill the blanks with 'the' or 'Ø'.



___ last summer George and Harry were staying at their grandparents' house by ___ sea. One sunny morning their Grandmother made a picnic and took ___ boys to ___ beach. After ___ lunch she lay down and read a book. ___ boys played with a football and then made a sandcastle.



Harry was fetching some water when he suddenly saw a cave at ___ end of ___ beach. ___ boys quickly ran to ___ cave and looked in, but they couldn't see anything because it was dark. Harry said, 'It looks very big. Let's climb over ___ rocks and go inside.' ___ boys climbed into ___ cave and played there for a long time. Suddenly George said, 'I can hear ___ sea.' ___ sea was coming into ___ cave and ___ boys were afraid. But then Harry felt something wet on his hand.



It was a dog's nose! George put his belt over ___ dog's head and then ___ boys followed ___ dog over ___ rocks and out of ___ cave another way. Their grandmother was very happy and she gave ___ dog two chocolate biscuits.

ELT in Chhattisgarh: Problems and Prospects

Neetu Baghel & Bhavana Nigam

English is a global language today. It is being treated as a world language because of its vast presence all over the world. It is the language of power, and it is becoming user friendly day by day as it is proliferating in non- English speaking countries. English language is enriched by the local cultural contents. On the one hand, the phenomena will enhance the proficiency in English language and on the other hand it will be the wealth of the nation providing opportunities to the people in employment and knowledge generation etc. The age of globalisation, privatisation has ushered in a new demand for English in various walks of life. English being the second language today commands an enhanced sense of sophistication, apt vocabulary, appropriate sentence structure, new expression and situational phraseology. The skilful use of language seems to use today's transitional and trans- border transactions. Further, "Language and communication skills are the tools for learning. In formal learning takes place through social interaction and formal learning language skills facilitate conceptualisation. Good communication helps effective social interaction". (1) The effective use of English language is judicious combination of both formal and informal uses of languages.

The increasing demand for English both as a language and as a medium driven by the instrumental motivation has compelled most governments at the state (provincial) level to introduce English as a language from class one. The recent curricular revision at the national level culminated in the framework for National Curricular Framework-2005 (NFC) records half a century development very objectively when it says, "The level of introduction of English has now become a matter of political response to people's aspirations rendering almost irrelevant an academic debate on the merits of very early introduction"(2) English is an institutionalised subject in the school curriculum. Twenty six out of twenty five states and union territories (the provinces and specially created regions) introduced English as a language from class-I and the remaining states introduce the language from class three or five. There is every likelihood that these states (which do not introduce English in class-I) would bring it down to class I within a year or two. Resistance to spread of English language education is countered by the genuine arguments which look at the English language as a tool for empowerment. English today is simultaneously sought after and suspected phenomenon. The motives, generally are not only social- political but academic too. While the demand increases on one hand, the quality of English language education in our schools, presents an abysmal picture. To 'divide' between the urban and the rural is further contributed by the way English language education is making its way as a medium of instruction. young people which make for highly unequal access. Indeed, even now, more than one per cent of our people use it as a second language, let alone a first language. But NKC believes that the time has come for us to teach people, ordinary people, English as a language on school. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society" (3).

With the long and varied experience of teaching English to young students in rural areas of Chhattisgarh we would like to share some of difficulties their probable remedies in teaching and learning English as a second language. The main aim of this paper is to dispel the illusion of English language learning. It tells that English can be learnt comfortably even by the people who were born and bred up in adverse conditions. English is being treated as a world language because of its vast presence all over the world. At this juncture, learning English gains currency. Majority of Indian students, particularly from rural pockets consider this seven letter word as a magical and a mystical word. The moment they hear something in English they feel uneasy. As a result

of this, teachers who handle English classes face insurmountable difficulties. Students too find it difficult to listen and to understand the English language. What are the reasons for this? What are the remedial measures to be taken to alleviate these problems? This paper critically evaluates the problem faced by the students in language classroom when they enter into college environment. Appropriate and adequate remedial measures are cited for the successful rectification of these problems too.

Problems In Learning The Language

Twelve years of school study do not give mastery over English. Why does this happen? While they are in schools English is not taught properly. As majority of the students hail from the rural areas, bilingual method is adopted in language classes. This method helps only to slow learners to some extent. Moreover, this act reduces the real learning process as a whole. If a student does not understand anything in English, he/she asks for explanation in LI i.e. his/her mother tongue. Consequently, the English teacher is in a state to adopt bilingual method. ELT specialists view this as a wrong methodology.

India is a multilingual country; each language has its own writing system. There are languages which are written exactly like they are pronounced. For instance, most of the Indian languages like Hindi, Malyalam, Tamil etc. belong to this group. But in the case of English there is lack of consent relationship between sound and spelling. This makes learning more difficult than any other language.

The second major problem specially in Chhattisgarh where most of the families are living in rural areas, most of the students accomplish their schooling in their mother tongue i.e., Hindi; even Chhattisgarhi is also introduced in schools to teach as a state language of C.G. That's why students have attained heaps of makes in care subjects, they remain very poor at English still. The students have an unknown fear and fever over English all these years.

In Chhattisgarh where the education percentage of state is only 64% and in rural areas the percentage of illiteracy is very low compared to any other state. In this phenomenon the next fact which makes English difficult is the socio-cultural financial background of family. As most of the parents are illiterate, they cannot directly take part in the daily routine of their children's future prospect. Hence, the students' performance lacks potential supervision and guidance which is very necessary at this part of their education. The illiterate parents cannot realise what their children are pursuing nor do they afford time to consult the teacher about the progression in studies of their children. Every minute during the day time is valuable for them as they have to struggle to get their livelihood. The boy or a girl is also sent for work on the wages at the specified time of the year which affects their education very dearly.

The next major problem is the inefficiency of a teacher. These students generally pursue their studies in Government Public schools in which their medium of instruction is Hindi, their mother tongue. The methodology of ELT in these schools is bilingual or translation method. The teacher simply translates everything into their mother tongue and explains them on the name of bilingual or translation method. Though this method offers them sound knowledge in the content, it prevents them in acquiring communication abilities in English which has become the norm of the day. The teacher here plays more as a translator than a genuine English teacher. Hence, virtually there is no much difference between a Hindi/Chhattisgarhi teacher and an English teacher.

The teachers of English at these schools are untrained and moreover they are unaware of the current trends and techniques of ELT. Most of them are ignorant of

useful organisations and websites on the Internet which offers them really good down-to-earth discussion of ideas and techniques. The reason for these unskilled English teachers may as a result of the Government's poor planning on ELT and empowering of the teachers.

Another probable reason is that the model of the final English examination paper has not been designed in a manner that it helps students to have an authority over English language; rather it makes the students to take it for granted. The examinations used to be context based where the students were supposed to write three essays in exam. Thus students were forced to adopt by-heart method. Their memory works and helps them in their intelligence there. They reproduce the essays in the examination.

The next factor which affects English language learning is the educational system itself. There are primarily four skills involved in English i.e. Listening, Speaking, Reading and writing (LSRW). The students of Chhattisgarh have been trained well enough in reading and writing for long ages. But listening and speaking skills which play a greater role in communication have been neglected and ignored. Thus our educational system lacks an important dimension. It enables the students to concentrate on reading and writing only. The final examinations are not language oriented. Even parents are craving for marks not for knowledge.

In schools, students are being taught that English is an International language. To learn this language requires constant practice and patience. The kind of feeling that prevails among students is that it is not possible to achieve fluency or mastery over English language. This kind of tendency prevents students from learning new languages like English. Since most of the students are first generation learners. A student cannot get acquainted with the foreign language with regards to English without any guidance from their parents and others. Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. The reason stated for this is that they study subject for examination point of view only. Our examination system is such that it makes students' habit of memorisation rather testing their analytical and creative skills. In this process, they memorise lessons, reproduce them in examination halls and forget them in the same day itself.

Students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. Application – oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to learn a language. Exposure too is far less to them for school study is an important phase in students' life. A student grows from a small child to a grown up when he/she completes higher secondary examinations. After this phase, a student enters into a college life. This period is considered as a transition period. The system followed in colleges is different from that of schools. Moreover students have their own whims and fancies about college life because of the tremendous influence of mass-medias like theatres and satellite channels on them. These media project a false perception about colleges and students.

Prospects of Learning

There are many ways by that a teacher can make English easy for the students. Teachers' responsibility lies not only with the average and above average students but also with below average/slow learners. In short, a good teacher has to handle classes for all the students in a classroom. Individual attention will solve all kinds of problems which arise while taking classes. As a remedial measure, slow learners should be given extra coaching and counselling. If a student makes mistake in the class he/she should not be scolded or punished for his/her misbehaviour in the class itself. Psychologically

this may weaken them. Instead of this the students should be provided sufficient guidance after their classes are over. This will create a congenial relationship between staff and students.

It is noticed that the students mostly face three possible areas of difficulty- pedagogic, environmental and curricular in learning language: (1) confusion in learning different grammar (pedagogic- 50%), (2) no occasion to use the language for practice (curricular-45.2%), (3) no extra coaching at home (environmental-38.9%).

To solve it the essential suggestions may be listed as (1) Proficient language (2) Amount of exposure of students to the language (3) Motivation of children (4) Materials that would provide opportunities for the learner and teacher to act and react and move beyond the text. Though the picture is alarming that the language is taken as a content subject, some status have got themselves informed of the recent development at the National level, like NCE-2005 and made an attempt at least to bring in the ideas.

The next way i.e. vocabulary prescribed number of words to be learnt in each class. This is an obsolete idea of teaching number of words in each class.

Teaching of grammar one of the best way to improve one's English. Everyone seems to be bothered about teaching grammar and the rules of language explicitly. Most of the grammatical item must be covered in each class and thereby completing the whole grammar of English language by the end of class.

We should try to create language environment in the class and attempt to enable the learner to explore finding the language in use outside the classroom. This requires language bilingual proficient teacher, who knows the mother tongue of children and English as well. The activity and assignment demand by children to move beyond the textbook and the classrooms in finding to use the language.

Language acquisition in language learning is the activity in which two things can be done i.e. meaningfulness of the language being learned by repetition. But isolated repetition and memorisation are not as effective as language presented to the meaningful situations. Language is learned effectively when both word meaning and grammatical meaning are clear to the learners.

Aptitude believed that some people have an aptitude for languages. Aptitude for language means language learning potential. It is believed that language learning potential accounts for individual differences in language learning. Those who have an aptitude for language, learn it faster than the rest. Acquisition and retention are two important factors of learning. So what is learned should be retained.

In the last to ease the problem what should a teacher do? From the day one itself an English teacher has to encourage students to talk in English only. This act makes them confident. But taking extra care, the English teacher import the nuisance spoken aspects of language once/twice in a week as a remedial measure. Such type of learner centric environment will certainly prevail, as more and more students will participate in the session. Teacher should motivate students. Teaching- learning is not one way process; but it is a multi-way process. As soon as the teaching is over students should raise their doubts, clarification etc. By doing so students' communication skills in English will grow day by day. To develop this sufficient practice must be given to the students in their preliminary stage. While maintain classroom management concurrently learner – friendly atmosphere should be created. Above all a teacher is not a teacher but also a friend, guide and a philosopher to students. He/she guides students not only to

pass in exam but also to phase challenges and take right decisions during the right time of crisis in life. This is of course a real and tough task for a good teacher.

So this is the right time that concerned authorities and teachers should adopt new and innovative culture of teaching English. Let us hope our kids' English will be cashed in the way to come.

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Electronic Media : The Facilitator to English Communication

S. Venkatesh

Electronic Media is a term that is generally applicable to all the wide range of equipments and devices that are put into use by the process of electronic system. This is quite different from that of the static or the print media in which the requirement of electronic process is not at all required to read a text, for example, from a book or a magazine or any written text.

The readily available gadgets and other bigger goods that are operated under the electronic system are countless when it is taken into account, the goods like – cell phones, record players, home computers, laptops, video games, DVD and CD players, and all other wireless gadgets including the radio. These objects are not used only for the sake of civility or the so-called modernization, but surely out of necessity. Even the radio was once conceived as a gadget for showing off one's wealth or for fashion. But now-a-days, almost all the electronic goods have become a sheer necessity because of the ever-growing and the expanding process of the survival of the human society. Communication needs to be done effectively, quickly, accurately and simultaneously to many destinations.

For this purpose. electronic media have occupied a strong position in the daily life because of their invaluable roles such as planning, editing, storing, designing, printing, distributing and every other component of the role played by the media. There are separate systems available for the audio alone- like that of radio, voice recorders etc., Similarly, for the exclusive purpose of video effects, there are video games, voiceless movies and so on. For the combined effect of audio and video, gadgets like computers, television sets, cellular phones and other materials are available in large numbers. They receive good response from the users because of their ability to fulfill the needs of the people at all levels.

The advantages of using electronic gadgets for the sake of communication are many. Some of the most prominent among them are :

- i) They are portable
- ii) They are available in lot many sizes and designs
- iii) At an affordable cost, they can be purchased
- iv) Their applications are not so complicated
- v) They become authenticated proofs and are heavily reliable
- vi) They are quick and accurate in their action be it recording of sounds or clipping of video scenes
- vii) They do multiples of roles such as planning, editing, designing, highlighting etc.,
- viii) Due to the satellite links, they spread the message across the globe instantaneously.

Because of the above-cited reasons and many more, the use of electronic media has become indispensable. It is hard to imagine a world without the use of

electronic media for the sake of communication. Though all the electronic goods are not used for communicative purpose, for example, the digital calculator, digital camera etc., a wide range of electronic goods are used for the application of communicative purpose.

Owing to the advancement in satellite launching systems by the efforts of various government agencies, communicative satellites have explored all the possibilities of providing various useful information in the field of communication. This has enabled the service providers perform better for the end-users of communication gadgets. This saves time, energy etc., besides making the process of passing of information quick and effective.

The user of a cell-phone, for example, is not merely sending or receiving information. He is able to perform a number of operations such as using internet facilities, taking audio-visual shots besides doing many other significant tasks. Yes, a cell phone acts like a mini computer, a camera, a calculator, a planner, a voice recorder and so on. As in the case of a computer, it is not merely a device for typing or storing or printing of information. A computer is one's best companion in the field of information and technology. It is a job-provider for him in many ways. It fulfils his various kinds of tasks including calculations, storing, copying, analyzing, etc., besides doing the role of a quick and effective communicator.

Similarly, the role played by television sets in the field of communication is really amazing. It is one of the best and the most common audio-visual equipments for the common man. With the help of a television set, he is not merely a benefiter of entertainment. It provides him the valuable information in the fields of politics, economics, commerce and industries, sports, etc., The television is a companion for him in all sorts of activities. Besides watching movies and other entertainment channels, he is able to improve his communicative ability with the help of various kinds of news channels in English. Channels from the local network, government agencies and the international news providers help him a lot in learning English and updating his ability in knowing what is going on across the world. He is able to get all such information by providing a nominal amount and enjoying it to the maximum level.

The live shows on any event, be it a sport activity, a political event or a social happening, the role played by the computers, cell phones and the television sets is really praiseworthy. All sets of people irrespective of their age, sex or nationality are able to benefit largely from the services provided by the electronic media. A tiny object like a sim card or a memory card can enrich his knowledge on any field. It can entertain him as well. It occupies less space but provides him more accessibility.

It is therefore clear that the electronic media play a vital role in providing information to the people across the world accurately and instantaneously. The e-media have become largely dependable because of their easy accessibility and simplicity in handling them. It is very much economical for a common man. In the field of communication, whether it is related to Listening or Speaking or

Reading or Writing (LSRW), the role played by the electronic media is simply awesome. Anything that happens in a nook or the corner of the world, can be immediately brought to the attention of the people all over the world with the use of electronic media. This is a boon to the present generation of people, particularly, the younger ones.

It is observed that the general tendencies of the educated youth as far as the use of e-media are listed below:

- The educated youth, by and large, use cell phones more for the sake of fashion than for their actual use.
- They are , to some extent, unaware of the value of real possession of an electronic gadget like a cell phone.
- They sometimes find it difficult to send messages in English without anyone's support.
- Even while receiving messages, they do not understand the full meaning of the received message.
- While conversing in English, they very often find it uneasy or uncomfortable .
- Same is the case with them when they use computer or internet facilities. They have to be guided properly because, they lack in the use of vocabulary and grammatical structures of sentences.
- But when it comes to the mater of watching English programmes on Television channels, they are somewhat comfortable, because of the audio-video effect.

In spite of the above impediments, the younger generation use the electronic media more generously than the other groups because of their inquisitiveness to learn. They leave no stone unturned to use the electronic equipments for the sake of improving communicative ability as much as they can. It is a positive approach and needs to be encouraged. With the help of the electronic equipment, they can learn the language easily. They can also improve their communicative ability in English at a faster rate.

It is therefore observed that the electronic gadgets are technical friends to the the users at all times. As in the case of everything, though they have certain limitations such as power failures, low battery levels, improper tower coverage etc., they are the most wanted and most reliable companions to the consumers.

The Role of Neuro-Linguistics in Language and Behavior of Communication

P. Hiltrud Dave Eve

Introduction

Neuro linguistics is a branch of cognitive neuroscience, together with many fields such as systemic, movement, sensory, cellular and others, is a branch of a larger domain named the neurosciences. Neuro linguistics can be still divided into two areas, Language acquisition and processing and language impairment. Credited to Noam Chomsky, the theory of universal grammar suggests that some rules of grammar are hard-wired into the brain, and manifest without being taught. (www.freebase)

Neuro linguistics employ a variety of experimental techniques in order to use brain imaging to draw conclusions about how language is represented and processed in the brain. These techniques include the 'subtraction' paradigm, mismatch design, violation-based studies, and various forms of priming and direct stimulation of the brain.

Neuro linguistics programming is a recent trend emerged to explore the origins and characteristics of language and various tools which can be used in the formal and informal setting. Neuro linguists programme states that our mind is constantly radiating information and communicating with others whether we are aware of it or not. Our body language, facial expressions, eye contact and other gestures are depending upon the mind's thinking. According to Neuro linguistics the way we use the language; our behavior has connection with the audience. Some language has limitations.

Neuro linguistics Programming

Neuro linguistic programming was developed early in the 1970s by an information scientist and a linguist at the University of California at Santa Cruz. The Neuro linguists wanted to know the secrets of the effective people. The basic premise of NLP is that the words one use reflects an inner, subconscious perception of the problems. Neuro linguistics programming states that our brain is constantly radiating information and communicating with others whether we are aware of it or not. According to Neuro linguists the way an individual uses the language, either by speech or words determine the relationship between the people and the individual. The Nero linguists wanted to know secrets of effective people. The basic premise of NLP is that the words one use reflects an inner, sub conscious perception of the problems. The learning perspective argues that children imitate what they see and hear, and the children learn from punishment and reinforcement. (Shaffer, Wood and Willoughby, 2002)

Noam Chomsky proposed that all humans have a Language Acquisition Device (LAD). The LAD contains knowledge of grammatical rules common to all languages. (Shaffer, et, al, 2002) According to Chomsky human language is associated with a specific type of mental organization, not simply a higher degree of intelligence.

Human Brain

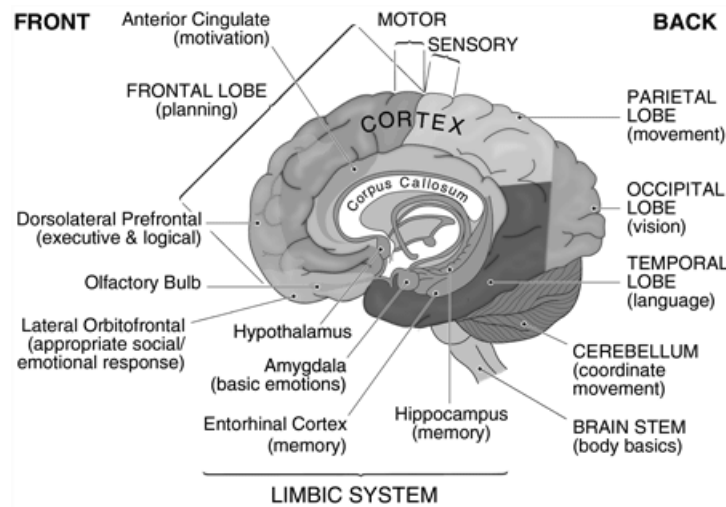


Figure: 1 The Human Brain

The brain constitutes about one-fiftieth of the body weight and lies within the cranial cavity. The structures forming the brain are,

- ◆ The cerebrum or fore brain
- ◆ The mind brain
- ◆ The pon varoli
- ◆ The medulla oblongata
- ◆ The cerebellum or hind brain

The cerebrum constitutes the largest part of the brain and it occupies the anterior and middle cranial fossae. There are three main varieties of activity associated with the cerebral cortex.

1. The mental activities involved in memory, intelligence, sense of responsibility, thinking, reasoning, moral sense and learning are attributed to the higher centers.
2. Sensory perception, which includes the perception of pain, temperature, touch and the
3. special senses of sight, hearing, taste and smell.
4. The initiation and control of the contraction of voluntary muscle.

The promotor area lies in the frontal lobe immediately anterior to the motor area. In the lower part of the area just above the later sulcus there is a group of nerve cells known as the motor speech (Broca's) area which controls the movements necessary for speech. It is dominant in the left hemisphere in right-handed people and vice versa.

The frontal area or pole extends anteriorly from the premotor area to include the remainder of the frontal lobe. It is a large area and is more highly developed in man than in other animals. It is thought that communication between this and the other regions in the cerebrum are responsible for the behavior, character or emotional state of the individual. No particular behavior, character or intellectual trait has been attributed to the activity of any one group of cells.

In the post central sensory area is the area of the cerebrum which lies behind the central sulcus. Here the sensations of pain, temperature, pressure and touch, knowledge of muscular movement and the position of joints are perceived. The sensory area of the right hemisphere receives impulses from the left side of the body and vice versa.

The parietal area lies behind the post-central area and includes the greater part of the parietal lobe of the cerebrum. Its functions are associated with obtaining and returning accurate knowledge of objects. The sensory speech area is situated in the lower part of the parietal lobe and extends into the temporal lobe. It is responsible for the spoken word. Spoken word is perceived here. The auditory (hearing) area lies immediately below the lateral sulcus with in the temporal lobe. The cells receive and interpret impulses transmitted from the inner ear by the vestibulocochleas nerve.

The Olfactory (smell) area lies deep within the temporal lobe where the impulses received from the nose via the olfactory nerve are received and interpreted. The taste area is thought to lie just above the lateral sulcus in the deep layers of the sensory area, and it is here that the nerve impulses from the tongue are interpreted. The visual area lies behind the parieto-occipital sulcus and includes the greater part of the occipital lobe. The optic nerves, or nerves of the sense of sight, pass form the eye to this area which receives and interprets the impulses as visual impressions.

The brain has two identical halves- the left and the right hemispheres. There is big fold that goes from back in our brain, dividing into two distinct parts. They are connected to each other. The link between the two is called corpus collosum. The left side of our body is wired to the right side of our brain and vice versa. Nobel prize winner (1981) Roger Sperry has done ' Split brain' experiment. A patient suffering from uncontrolled seizures had an area of his brain removed by surgery in an attempt to control his illness. This area just happened to be the corpus collosum, which was suspected of having developed lesions (short circuits).

Following his surgery, Sperry's patient seemed completely normal -- almost. A series of tests were conducted where each "half" of the patient was isolated from the other. Different visual and tactile information could then be presented to the patient's left or right side, without the other side knowing. The results were astounding.

With their communications link severed, each side of the patient's brain was functioning independently. Although this did not prevent his ability to walk, talk and eat, some unexpected findings were encountered in some of the higher brain functions when each side was examined independently of the other.

The right hand and eye could name an object, such as a pencil, but the patient could not explain what it was used for. When shown to the left hand and eye, the patient could explain and demonstrate its use, but could not name it. Further studies showed that various functions of thought are physically separated and localized to a specific area on either the left or right side of the human brain. This functional map is consistent for an estimated 70 to 95 percent of us.

The main theme to emerge... is that there appear to be two modes of thinking, verbal and nonverbal, represented rather separately in left and right hemispheres respectively and that our education system, as well as science in general, tends to neglect the nonverbal form of intellect. What it comes down to is that modern society discriminates against the right hemisphere.

-Roger Sperry (1973)

Upon completing the map, it was becoming clear to researchers that each side of the brain had a characteristic way that it both interpreted the world and reacted to it. The chart below will help illustrate the characteristics which are known to reside on each side of our brains.

Left Hemisphere

Researchers find out that the left hemisphere of the brain plays a major role in language comprehension and production. Therefore left side of hemisphere of the brain is connected with linguistic abilities. In about 98% of the right handers, the left hemispheres accomplishes most language processing functions. In non-right handers, language functions are far more likely to involve the right hemisphere. There is also evidence that the non-dominant hemisphere is primarily involved in language functions of literal meaning.

It also determines the emotional state of a speaker's tone of voice, humor and metaphor. Each hemisphere functions like different personalities. The left brain thinks methodically and organizes, categorize information form the environment. It connects information with old, making sense of our world. It helps in analytic thought, logic, language, reasoning, science and mathematics. Written language is also controlled by the left side of the brain. Number skills also controlled by left side of the brain. Therefore the left side of the brain is connected with the linguistic abilities.

Right Hemisphere According to the left-brain, right-brain dominance theory, the right side of the brain is best at expressive and creative tasks.

Some of the abilities that are popularly associated with the right side of the brain include: Recognizing faces, Expressing emotions, Music, Reading emotions, Color, Images, Intuition, Creativity.

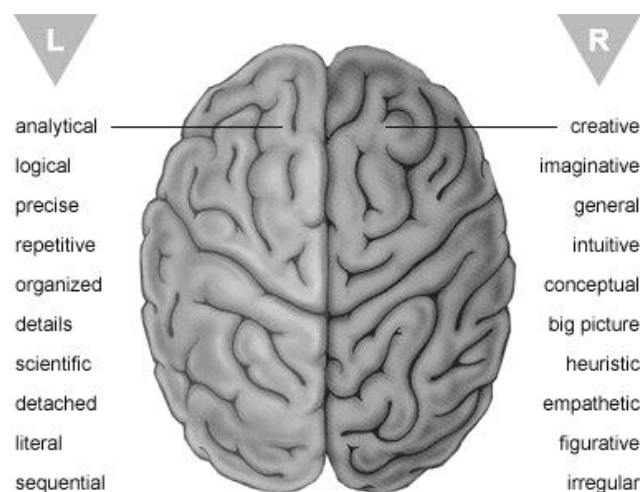


Figure 2: Right and left side of the brain

The right side of the brain helps the learner to compare the visual and images with what they have seen already. For example, the word 'lion' the right hand brain users compare

this with the movie 'The Lion King' they have watched. The right side of the brain helps to visualize the scenes. It helps to kindle the imagination, creativity and other talents.

Neuro Linguistics

Neuro linguistics deals with various language disorders known as 'aphasia' which is impairment of language functions occurred due to brain damage. There are different types of aphasia. 1. Broca's Aphasia 2. Wernicke's Aphasia 3. Conduction Aphasia

Broca's Aphasia

When there is any damage experienced by an individual in Broca's area or its surroundings, their disorder is called Broca's aphasia. Broca's aphasics produce slow, halting speech and that is rarely grammatical. Typical Broca's aphasics eliminate inflection such as -ed and words not central to the meaning of the sentence, such as 'the' and 'and'. The people can deduce the meaning of the sentence from general knowledge, but cannot understand sentences whose syntax is essential to their meaning. Some Broca's aphasics retain certain grammatical abilities. Broca affected people cannot speak but they understand others speech.

Wernick's Aphasia

When a person's Wernick's area is damaged, the result of the disorder is called Wernick's Aphasia. Wernick's aphasics are able to produce generally grammatical sentences, they are often nonsensical and include invented words. Wernicke's aphasia is a language disorder that impacts language comprehension and the production of meaningful language. The disorder is related to damage to the Wernicke's area. Individuals with Wernicke's aphasia have difficulty understanding spoken language but are able to produce sounds, phrases, and word sequences. While these utterances have the same rhythm as normal speech, they are not language because no information is conveyed.

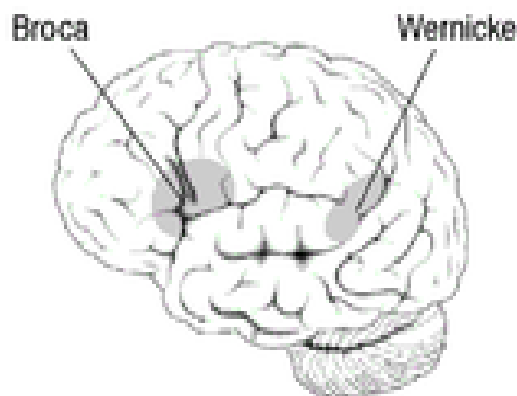


Figure: 3 Broca and Wernicke

Conduction aphasia

Conduction aphasia is manifested by hesitant speech caused by a difficulty in finding words and especially by numerous paraphasias, which means the individual mixes the sounds in words. Being aware of this, he/she makes successive attempts to correct it with trial and error. Sometimes, paraphasias are so abundant that they become a sort of jargon in the person's language. Contrary to Wernicke's aphasia which

can sometimes resemble conduction aphasia, there are usually no major disturbances of comprehension. Conduction aphasia may be the result of a Wernicke's aphasia that has evolved positively.

Conclusion

Brain which is the central part of the human body that helps to make utterances in each and individuals. The neuro linguists concluded that the right and left side of the brain is concerned with language production, creativity, and other talents. There is no difference between left handers and right handers because the activity has been interchanged in brain. Thus brain plays a vital role in the production speech and behavior of an individual.

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Use of Linguistics in English Language Teaching

K. Karthikeyan

Linguistics is a scientific study of language, because it shares with other sciences a concern to be objective, systematic, consistent and explicit in its account of language. Like other sciences it aims to collect data, test hypotheses, subject matter, however, is unique. At one extreme it overlaps with such hard sciences as physics and anatomy, at the other, it involves such traditional arts subjects as philosophy and literary criticism. The field of linguistics includes both science and the humanities, and offers a breadth of coverage that for many aspiring students of the subject is the primary source its appeal.

Linguistics is the science of a language system. It is a modern science which deals with the mechanism of languages. A language teacher has to teach his students how to use language. If he gets an insight into the mechanism of the language that he is teaching, he can do his duty with confidence and efficiency. He will do his duty better than one who does not know its mechanism.

Applied linguistics is a branch of linguistics where the primary concern is the application of linguistic theories, methods and findings to the elucidation of language problems, which have arisen in other areas of experience. The most well developed branch of applied linguistics is the teaching and learning of first language as well as second language and some times the term is used as if these were the only field involved. The basic linguistic subject matter is on phonetics phonemics, morphology, syntax and semantics. The knowledge of phonetics system of English and the morphophonemic systems are also described systematically in linguistics. That is why it will help the teacher to understand the grammar and to teach the same to the student. Syntax and semantics are not explained in traditional grammars. But in the field of linguistics there are some standard theories of syntax and there are some theories on semantics which are explaining both paradigmatic and syntagmatic structures of languages.

Linguistics today is a subject of study independent of other disciplines. Before the twentieth century, the study of language was not regarded as a separate area of study in its own right. It was considered to be a part of studying the history of language or the philosophy of language, and this was known not as linguistics. Linguistics is a modern name which defines a specific discipline, in which we study language not in relation to some other area such as history or philosophy, but language as itself, as a self-enclosed and autonomous system, worthy of study in its own right.

It was necessary at the beginning of the growth of modern linguistics to define this autonomy of the subject. It would not have been possible to study the language system with the depth and exhaustiveness which it requires. However, now we acknowledge that while linguistics is a distinct area of study, it is also linked to other disciplines and there are overlapping areas of concern. The main concern of modern linguistics is to describe language, to study its nature, and to establish a theory of language. That is, it aims at studying the components of the language system and to ultimately arrive at an explanatory statement on how the system works. In modern linguistics, the activity of describing, the language system is most important, and so modern linguistics is generally known as descriptive. But linguistics has other concerns as well, which fall within its scope, and these include historical and comparative study of language. These differ from the descriptive approach in their emphasis; these approaches also involve description of language.

Linguistics does not emphasize practical knowledge or mastery of a particular language. Linguists may know only one language, or may know several or may even study a language they do not know at all. They try to study the ways in which language is organized to fulfill human needs, as a system of communication. There is a difference between a person who knows many languages, and linguist, who studies general principles of language organization and language behavior, often with reference to some actual language or languages. Every language is a system of communication. It does not matter which language we take up to illustrate the working of language in human life. In earlier times, the study of language was considered to be the study of the grammar of some prestigious such as Greek, Latin or Sanskrit. Today we consider all languages as fit objects of language study.

The levels of linguistic analysis, corresponding to the levels of language structure, are: phonetics and phonology, morphology, syntax, semantics, which take sounds, words, sentences, and meanings, respectively as discrete units. Discourse is the level of language beyond the sentence. As modern linguistics has developed, it has grown from an autonomous discipline to one linked with various other disciplines such as psychology, sociology, philosophy, literacy studies, etc., Thus many branches of linguistics have developed, such as sociolinguistics, psycholinguistics, language pathology, anthropological linguistics, literary stylistics, and so on. Research in all these areas has facilitated the application of insights from linguistics in language teaching and planning of language education and policies.

The study of language is almost as old as language and civilization, though the growth of the modern science of linguistics as we know it now is fairly recent. Language was studied on a systematic basis in ancient India and other countries also. These studies established the foundation for subsequent developments. Some of the ideas and methods of these traditional schools are discussed briefly, as this will help us understand the growth of modern linguistics. There were many significant developments in the nineteenth century which prepared the way for the growth of modern linguistics in the twentieth century. As a result of exposure to other linguistic traditions during the age of Colonial Expansion, there was a great deal of interest in historical and comparative study of languages. The study of the sound systems of languages the phoneticians and comparative linguists in the nineteenth century prepared the way for a descriptive approach to language, that is for description of the structure of language.

Many languages that had been undescribed were now being described at the level of their sound systems. It was felt that the sound system of any language could be described if linguists had a standard notation for the transcription of speech sounds based on a classification of sounds into vowel and consonants, This set of symbols could be used to describe the speech sounds of any language. In recent years there has also been a tremendous development in the areas of semantics, sociolinguistics and the analysis of discourse. Linguists have been analyzing the social and conventional rules underlying conversation and discourse both spoken and written to achieve a better understanding of language use in communication.

Though many aspects of language are now understood, the voyage of discovery continues, building on the centuries of study done by linguists on the complex phenomena of human language. In linguistics, we are concerned with the nature of language. In the field of sociolinguistics, it is recognized that there is a relation between language use and social context and social situations. Particular changes come about in the language when it is used in the particular social situations, depending on a variety of

factors such as the role of the participants, their social status, age, class and the place of origin. This is how varieties of language are formed, and thus there is a difference between spoken and written English, the English used by the young generation and the older generation and so on. For the teacher, the knowledge of language varieties is essential since the learners speak different varieties in the class room. In the days when the method of teaching a language was largely grammar translation and learners were exposed chiefly to written language, perhaps it was not necessary to acknowledge the varieties that exist. But with the adoption of communicative approaches to language teaching, the learners were required to speak and interact more frequently in the class room, and they would do so mostly in the variety. In earlier times, this may have been frowned upon, but judging a learner's speech during communicative activity is contrary to the principles of the new methodology.

The attitude taken by the teacher to differences in language use will have to be more open and tolerant. Since learners come from different social, economic and regional backgrounds, they may be prone to producing errors which are due to the influence of their particular dialect. The teacher who knows this will be able to understand the difficulties of the learners in particular areas, say, some aspects of grammar and pronunciation and give more attention to such items so that the learner moves ahead in learning the language. It is in this light that grammars such as the communicative grammar of English can prove to be useful for teachers and learners. It is both pedagogically and democratically sound to adopt a tolerant attitude in the classroom since it will decrease the learner's anxiety and help learning. When we think of the teaching of languages, first, we will have to consider the nature of the language which we are to teach. A child in the modern society may have to learn one or more languages other than his mother tongue. The process of acquiring proficiency in the mother tongue and the other languages may not be the same.

A child acquires proficiency in the mother tongue as a result of natural and random exposure to the language. It is termed as language acquisition, and the process by which a child acquires proficiency in a language through language teaching is called language learning. In the case of language learning the exposure is usually in the form of graded structures. It has been accepted by all interested in the education of the young that error is inevitable in the process of learning. At the same time teachers are worried when they find the learners make mistakes. It is the duty of the teacher who knows linguistic can make use of error analysis to find out the causes of these errors and take steps to avoid them. An important problem that the teachers face when they teach a foreign language is the problem created by the interference can be at three levels-lexical, phonological and structural. If a student is found making mistakes because of mother tongue interference, it is the duty of the teacher to find out the cause for it and adopt remedial measures. Here, the branch of applied linguistics known as contrastive analysis comes to the aid of the teacher. A language teacher cannot ignore the teaching of grammar.

A problem which language teachers often will have to face is connected with the selection of a grammar book. A teacher who knows linguistics will have no difficulty in selecting the right type of grammar book. Modern linguistic studies have brought about great changes in our attitude to languages and the study of languages. The important assumptions of linguistics are that speech is primary; writing is secondary; there is no backward language, languages undergo change; and that there is no pure form. A teacher who knows linguistics will make his teaching in accordance with these assumptions. There was a time when language teachers, especially second language teachers, ignored the teaching of speech. Teaching materials were mainly selected from the works of classical writers. Prescriptive grammar was taught. But to-day all these

have changed. This change in attitude and policy is the contribution of modern linguistic studies.

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Coping with the Problems of Mixed Ability Classes: A Study in the Context of Teaching English as SL/FL

Dr. Mohammad Shaukat Ansari

Most, if not all, language classes contain students of mixed abilities. This happens for a number of reasons, but mainly because of different learning styles, different learning speeds, variations in motivation and, very frequently, as a result of logistic decisions. Very often the English teacher is faced with a class with two or more distinct levels of ability and has to tackle the typical problem of how to meet the needs of everyone in the class. Naturally, this is not an easy problem to solve and it would be wrong to suggest that there are any simple solutions. This kind of class has to be tactfully organised so that no-one needs to feel they're wasting time waiting for the others or alternatively, that they are "out of their depth" in comparison to other members of the group.

Introduction

Every English student has his own learning style, linguistic background knowledge or individual pace of learning and developing. Hence, the majority of English (ES/EF) language classes involve students of varying abilities (Richards, 1998). This situation is likely to create a dilemma for the teacher to cope with, either to focus on the more advanced students ignoring the rest or address the less able learners at the risk of boring the more able ones as it seems difficult to deal effectively with this situation.

In the middle of 1930's, some schools in the United Kingdom decided to divide students according to their IQ tests. However, it was seen that the new groups still had variations among students, and it is not feasible to change these groups and the curricula every time (Kelly 1979). Furthermore, Prodromou (1989, 2) indicates that even when students are grouped according to their test scores, their progress rates will always be at different levels due to the teaching methods, materials and/or learning style differences. Hence, the teachers become the key factor in reaching each and every student in this sort of class. Therefore, it is important for teachers to be aware of the problems resulting from mixed abilities in their classes and to decide on techniques and strategies that could be used to solve such problems.

The differences which cause problems in heterogeneous classes are in language learning ability, language knowledge, cultural background, learning style, attitude towards language, mother tongue, intelligence, world knowledge, learning experience, knowledge of other languages, age, gender, personality, confidence, motivation, interests, and/or educational level (Ur, 1996, p.304). However, these variations may occur in different degrees in different classes. Thus, if he wants to ensure that all students perform to their maximum potential, the teacher must identify these problems and deal with them accordingly.

In this way mixed ability level teaching is related to working together with students who have different personalities, skills, interests and learning needs. Though most classes are usually multi-level, teachers find teaching such classes a very difficult and demanding task as it involves planning lessons which include a rich diversity of tasks corresponding to a variety of learning styles and abilities. The adoption of a flexible methodology is considered a challenge by some teachers as they have to put more effort when designing their lessons, they might need to learn new organizational and / or classroom management skills – and that may be something beyond their pedagogical

skills. However, teaching a non-homogeneous group of students can be viewed positively because it serves as a trigger for teachers' professional growth and development as it involves the usage of variety of approaches, teaching techniques, interaction patterns, and tasks. A mixed ability class does not just consist of a range of abilities but also a range of learning styles and preferences. Under the circumstances students are expected to show strengths at different times depending on the topic being studied and the learning style being used.

The Role of Teacher in Adopting Methods

The role of the teacher to strike a balance among the students of various levels of ability is really very crucial and at the same time difficult. The role of teacher in present day learning scenario has become very complex, challenging and at the same time interesting. He must adopt different and suitable methods to face students to ensure an active learning environment. He must adopt new and effective methodologies to different classes and even in classes of different sections.

Before adopting or introducing innovative methodologies, the teacher must realise the goals or objectives or in other words the needs of the student. Mary Simpson and Jenny Ure, in their study of differentiation in Scottish secondary schools concluded that there is no one strategy which is itself more effective than any other. The key to success, they found, is the extent to which the strategies used enable teachers to be responsive to the needs of individual students. If teachers do not respond to individual needs, or are unsure how to create the conditions which allow them to do so, no strategy will be very effective and result-oriented. If teachers acknowledge the needs and find ways of meeting them with which they and their students are comfortable success is likely to follow. Teachers' range of strategies may be wide, or limited. The wider the range of strategies teachers can employ, the more likely they are to be able to meet the needs of a wide range of students.

While keeping aspects and factors of mixed ability classes of English as SL/FL into dynamic considerations the paper aims to present the challenges a teacher faces when working with mixed ability students. The paper, in course of placing effective as well as productive strategies, also sets out to explore potential teaching methods aiming to reach an appropriate solution to the mixed ability class problem. In addition, it justifies the need for developing teachers' professional knowledge and skills for planning, designing, organizing and teaching an English language lesson to a multi-level class.

It is to be noted that the author of this paper has genuinely attempted to base his discussions and investigations in the paper on his experiences of his teaching mixed ability undergraduate English classes as FL in Saudi Arabia and mixed ability undergraduate English classes as SL in his parent M.L.S.M. College in Darbhanga of Bihar.

Some Problems in the Mixed Ability Classes

The following points aim to highlight some vital problems of mixed ability English classes on the practical canvas:

Effective Learning

As a teacher, our aim is to reach all of our students. However, it is well known fact that every student has a different way of learning, and learns and progresses at different speeds. Thus, while some students may find the learning task very easy to deal with,

others may find it difficult to understand. Besides, learning also depends on what students have brought with them into class. Since each comes from a different family, a different environment and different regions, the multi-cultural population of the classroom may be an obstacle for the teachers in reaching the students, which eventually results in ineffective learning. Moreover, although it is quite difficult for the teacher to know about each student and to follow what each one does during the lessons even in small classes, it is important for teachers to monitor each and every student and to meet their needs in a variety of ways to achieve effective teaching.

Materials

Since most language textbooks are designed for an ideal homogeneous classroom environment, teachers always have to deal with the problem that students react to the textbook differently due to their individual differences. First of all, some students may find the textbook boring and very hard, whereas some find it interesting or very easy. In addition, as language teaching course materials are currently based on content-based or theme-based or sometimes borrowing-based native speakers' context syllabi, some students may find the topics dull, strange, or meaningless; whereas others find it enjoyable, familiar or interesting. Therefore, it is usually necessary for the teacher to evaluate, twist and adapt the materials according to his/her class.

Participation

Since the classroom is the only environment for most of language students, they should use this chance as much as possible. However, some of the students find it difficult to speak in the target language for many reasons ranging from interest to confidence, from age to knowledge. Other students, however, would like to express everything they think or feel by using the new language. As a result, some students may take many turns, while others do not speak for the entire lesson, and prefer to remain passive stuff. Under this particular situation a fair number of students lack desired degree of motivation this way or that way and as such do not make required interaction, involvement and participation. All this, in totality, tend to turn classes ridiculous and flop.

Interests

Interest problems may arise due to the differences among students in terms of their attitude towards the subject matter and/or the teacher; their knowledge of language; and their personality. For instance, some students may find lessons boring, as the topic has no familiarity with their own life or their interests. Furthermore, some of the students may not be interested in the lesson, unless they do get the chance to express their own ideas since the teacher talks too much during the lesson or the other students take many turns. Hence, teachers should be aware of the different interests of the students to organize and to arrange activities accordingly.

Discipline

Often the quicker students finish the tasks given before the other students. As a result, they may misbehave while waiting for the others to finish. The weaker students, on the other hand, cannot finish the tasks as quickly as the strong ones and may lose their confidence and show ill-disciplined behaviour for a variety of reasons related to that. Consequently, mixed abilities may result in classroom management problems.

How to Cope with the Problems

The following effective and valid strategies may be formulated to cope with problems of mixed ability classes:

Teaching effectively

Fisher (2001) suggests that many students don't achieve their potential because they are told "to make a journey but they have no map" (p.1). They cannot overcome blocks to learning if they have not learnt how to learn. Teachers should act as role models for learning and teach such students how to become independent and effective learners. In addition, they are supposed to play the roles of senior students, friends and psychologists to facilitate the demotivated students in the class. It means that teaching should **appeal to all senses**, all learning styles and all intelligences. Moreover, it should be based on a meaningful context for all learners. To exemplify, visuals are always useful for all age and proficiency levels, so even using coloured chalk or board markers attracts learners' attention to the teaching point. Hence, teachers can make use of visuals to grab students' attention and to motivate them because even the most passive learners are often interested in realia and/or colourful and interesting posters.

Teaching students to be resourceful

Students need to be taught learning techniques and how to be resourceful. They will be more motivated if they understand the aim of a lesson and have some input. The teacher should be prepared to reflect on classroom practice, to adopt a problem-solving approach to any difficulties identified and experiment with a range of approaches. Teachers need to accept their new role first of all as a learner themselves and a facilitator of learning. "A secure teacher comes away from today with important questions to puzzle about overnight and the belief that today contains the insights necessary for a more effective tomorrow" (Tomlinson, 1999, p.28). The emphasis is not on what teachers teach but on what students learn. Researchers (Hallam & Toutounji, 1996; Harlen & Malcolm, 1997) are now suggesting that the key to success is not how students are grouped but the attitude and skills of the teacher in the classroom. So how can teachers become facilitators of learning and help students to become more effective learners?

Another part of teaching students to be effective learners is to teach them in league with the resources available to them. It is important that students are, for instance, trained to keep their vocabulary jotters tidy with headings and an index page. They need to know where to find the meaning of a word if they are stuck; whether via the vocabulary jotter, world lists in the text book or a dictionary. Students should be taught early on how to gain adequate benefits from a dictionary.

Giving ownership to learners

Harris and Snow (2004) express their concern that the drive to raise achievement may have left Modern Languages teachers feeling they should be drawing yet more colourful flashcards or making up differentiated worksheets. They suggest that an alternative approach would be to focus on helping students to become more effective learners. They recommend giving students more ownership not only in the choice of content but also how they go about learning.

Using variety to cover the different learning styles

My pedagogical stands as well as action research project posit that students' preferences cover all four skills: listening, reading, writing and listening. Each skill receives a similar number of votes. It is the same for the skill they like the least. Almost the same number of students like speaking and disliked speaking. This goes to show that students vary so much in their likes and dislikes. It will never be possible for a teacher to please their students all the time. However there are strategies that the teacher can use. It is demanded to use variety in the lesson plans. I try to incorporate a task using each of the skills in every lesson, certainly never less than three of them.

Differentiation of instruction

Differentiation of instruction allows for whole group instruction, heterogeneous small group cooperative work, and individual instruction. It allows the teacher to create student centered learning experiences that focus on varied approaches to content, process, and product. In addition, it provides for ongoing, embedded, authentic assessment of students' skills, interests and learning style (Tomlinson, 2005).

Although rooted in research and successful practice, it is not a foregone conclusion that all teachers will have an easy time creating classrooms that offer the necessary scaffolds and provide meaningful differentiation of instruction. What follows is a closer look at a teaching technique that will facilitate the integration of meaningful content, necessary scaffolds, and differentiation of instruction to meet the needs of a multi-level classroom for older ESL students.

Catering for the different learning styles

Visual learners process information most effectively when they can see what they are learning e.g. through reading, writing and observing. Auditory learners need to hear information to help them learn e.g. via oral presentations. Kinesthetic learners learn best when they can manipulate objects e.g. by doing, touching and moving (Nordlund, 2003).

Gardner's (1993) theory of multiple intelligences suggests that students need to show their knowledge in different ways e.g. via pictures, talking or acting. The easiest way to do this is to take a reading exercise from the *Métro* book and to allow students to respond in different ways to the texts.

Differentiation

"Learners already come to us differentiated. It just makes sense that we would differentiate our instruction in response to them. (Tomlinson, 1999, p.24).

Pair or group work

The first strategy is to separate students within the class so that they have similar levels as the students they do activities with. The main advantages of this strategy are the ability to separate material and to focus on needs separately. When a teacher divides the class into groups of similar ability he can teach the groups differently. Essentially this is like dividing one class into multiple classes. Another good part of this method is that students can see the other group's activities and presentations. They will be able to learn from this exposure and the language used will be given context in those activities. The other advantage is a focus on needs. A strong student may only need less instruction. This can allow them to work on their own and be creative while giving you time to focus more on students who need more care.

The second strategy is grouping strong students with weak ones. Advantages to this method include peer encouragement, an added review aspect for students, and togetherness. The first advantage to this type of pairing is creating a safe atmosphere for students. Strong students feel confidence when a teacher entrusts them with responsibility in class based on their performance. Weaker students also feel safe to make mistakes with other students instead of in front of the teacher. The second advantage is the review aspect. Here strong students explain the directions creating a way for weak students to hear it again. Both sets of students are reviewing the instruction in different ways. This allows each student to get the most out of the lesson based on their level. The final advantage is keeping the class as one. The teacher is sending a message here that even if you are not as advanced in English you are an essential part of the class that should get the same attention as any other student.

The use of pair and group work is essential if the teacher visualises to involve all the members of the class. A fundamental technique here is the use of questionnaires and interviews. By pairing off weaker and stronger students and involving both in the preparation and implementation of the questionnaire he should ensure maximum participation of all the students. He can then get the weaker students to interview the stronger ones and vice-versa. Of course, this may be frustrating for the stronger ones, but if they are able to see their role as that of “helper” or even mentor, it may also have a positive effect.

Setting goals

It is significant to share the goal of each lesson with all students. This could be attained through need-based classroom strategies and the teacher has vital role to play here. It lets students know why they are there and what they are working towards. It is a good idea to remind them about their goal during the lesson so that they can take note of their progress. At the end of the lesson students should be asked to check if they have achieved this goal. Students could test each other then the teacher could ask for thumbs up from all of them who gladly feel they have gone ahead with something in the lesson.

Engineering self-awareness

It is important on the part of teacher to encourage students to develop an awareness of their own language abilities and learning needs. What are their strengths and weaknesses, and how can they focus on these? How can they measure their own progress? This may take the form of a learner's diary, regular self-assessment, keeping records of mistakes, keeping a record of things learnt.

Analysing needs

It is easy for students to get frustrated in a class of mixed ability. Stronger students may feel held back, weaker students may feel pressured and even complexed. The teacher may feel stressed. The best solution to this is to have an open-class discussion about the classroom situation - to ensure the best for everyone. It is better to acknowledge the situation and for everyone to agree how to deal with it. It is probably best to stage and structure the discussion. Needs analysis method prompts the students to reflect upon their learning style, learning strategies, language needs, learning enjoyment, motivation, language strengths and weaknesses.

Diplomacy in questioning

The teacher needs to be diplomatic in his questioning techniques. He should try to avoid putting weaker students “on the spot” by nominating them to be the first to answer a question in open class. Instead, he should try to encourage a culture of attentive listening in the classroom so that he asks a stronger student first and then ask a weaker student to repeat the answer. It may take time but, once this style of interaction becomes habitual, it can be very productive in terms of class

Framing contingency plans

It is advisable to have contingency plans for the early finishers in case they finish the tasks earlier. This contingency plan might be an extra exercise, a handout or a reading passage. Recently, some of the textbooks have been prepared considering the mixed ability classes and include contingency activities in teacher's books. Nevertheless, teachers are the ones who should/could know which contingency plan works better after which activity in their class.

Ensuring students' involvement

All students do not need to carry out an entire in-class activity. While every student should do certain parts, only some of the students (weak ones or early finishers)

do all of it (Ur 1996, p.306). In relation to that, the tests could include optional questions: While every student completes some parts of the test, some other parts may have options from which the students choose. Furthermore, different tasks can be given to different students according to their language progress or interest, or optional tasks can be prepared from which students choose.

Open-endedtask

Open-ended tasks or questions (such as writing a letter, an ending of a story/book/film, or a response to a picture) have a variety of possible correct answers instead of a single answer. These tasks allow each student to perform at his/her own level. Some of the students may be good at understanding but might be weak in expressing themselves orally or in written work; thus, open-ended tasks give them the chance to express themselves without trying to find the one and the only correct answer.

Personalising tasks

It is important for teachers to give students the opportunity to express their ideas, feelings and experiences, though they may lack confidence or enough language knowledge. By personalising the tasks, all students can participate voluntarily. Knowing students' personalities helps the teacher to prepare and adapt materials easily in order to make them interesting or relevant to students, which adds variety to the classroom environment and establishes a positive atmosphere.

Using funs

Students love games, competitions and dramatisation, so these are ways of ensuring their interest in the lesson. Regardless of the differences among the students in terms of language level and learning styles, they are motivated to use the target language while they are playing a game or participating in a completion or a role-play.

Homework

Extra homework always helps teachers of mixed ability classes. However, considering the level and the interests of the students, extra work should be of something that the students would enjoy doing. Therefore, a good way of dealing with mixed ability may be individual and team projects. In addition, students would be more enthusiastic to work in such projects if they can choose their topic such as preparing a poster on their favourite extreme sports like parachuting. If you set the whole class the same homework task irrespective of level, then you will have to expect very mixed results. As with progress tests, the purpose of homework should be to consolidate class work. To this end, giving weaker students less demanding tasks can help both to motivate them and to give them further practice in areas of the language which they have not yet mastered. Assigning more challenging tasks to the stronger students in the group should ensure that they remain motivated and continue to make progress. It is more work for the teacher but, ultimately, it should produce results.

Making portfolios

Portfolios are another efficient way of dealing with mixed ability groups. Teachers may ask students to keep all the things they have done during the term including the extra work depending on their ability or needs. As a result, not only the teacher but also each student has a record of his/her progress during the term. This record also shows the needs of the student for further progress.

Tips for Good Management of Classroom with Mixed Ability Groups

- It may seem contradictory to suggest that stronger students should be grouped together and also suggest that weak with strong be grouped. However, depending on the task and the class dynamics I think there are usually opportunities for both types of grouping. It is a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so they work to their full potential.
- Giving clear instructions is vital for weaker students to be able to follow the class. Hence the teacher is required to use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.
- Stronger students can probably stand more correction. However, it is wise not to over correct weak students as it will affect their confidence. It is better to promote students to correct one another and demand a higher level of accuracy from the stronger students.
- Setting goals for each class or for the whole term helps to focus entire students. The goals can be different for each student, depending on their level, but realising the goals will give the same sense of achievement to all.
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- Making students aware of the different learning styles is productive. Teaching them techniques for learning new work that cover the visual, auditory and kinaesthetic modes of learning is fruitful.
- The teacher should make sure that students are aware of the aim of each lesson and what they are expected to achieve by the end of the lesson.
- Students must be oriented on how to be resourceful so that they know where to find help if they get stuck. They should not be reliant on the teacher.
- The teacher should try to involve students in the learning process. Even they should be allowed to choose the order topics are studied in.
- It is important to vary presentation techniques to cater for visual, auditory and kinaesthetic learners.
- It is also important to vary classroom management. He should allow students to work individually, in pairs and in groups.
- The teacher should allow students to show their understanding in different ways i.e. a visual representation, an oral presentation or physical demonstration.
- The teacher should prompt students make use of higher order thinking skills using Blooms taxonomy. Students should not just be given comprehension tasks to complete. They need to be given problem-solving tasks and the opportunity to transfer their knowledge to a new context.
- Students should be allowed to develop social skills as well as other skills such as negotiation and time management under the collaborative ambience.

- A strong sense of cooperation and respect amongst students is to be cultivated to assert all their contributions as valid and valuable.
- It is creative to treat students as people with a past and future, as people who think, feel and perform.

Conclusion

In conclusion, teaching students of different levels can create unique challenges for the teacher. Utilizing groups of similar ability or differing ability can bring new strengths or problems into the class. The teacher must understand these pros and cons in order to effectively plan and teach the students.

The biggest stumbling block to effective mixed ability teaching would seem to be teacher attitude. Teachers lack the knowledge of strategies to use in the classroom to cater for a wide range of ability. Setting reduces the range of ability in the class but does not remove the fact that all students have individual needs and learning preferences. For this specific objective students need to be taught how to take responsibility for their own learning. If these strategies are followed then the four competences for a Curriculum for Excellence can be met. On the other hand, teachers also need to be trained to be facilitators of learning so that whole class teaching does not predominate in most lessons. For this specific objective students need to be taught how to take responsibility for their own learning. It is also established that teachers must have a healthy and congenial relationship with the students and must act to strike a balance between emotional and intellectual relationship with them. Finally it is advisable to implement in the English classes the points discussed and focussed in the paper.

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Multiple Intelligences: An Empirical view on theory into practice in second language classrooms

Dhumal Suraj Nandkumar

Introduction

“How many times have I explained it to you? Don't you listen at all? Ever experienced this frustration when your student doesn't assimilate what you are teaching him? Well, actually the fault might lie in the teaching approach, rather than in the student. To understand this, it is crucial to understand the theory of Multiple Intelligences put forward by Howard Gardner, an American developmental psychologist. According to Howard Gardner this theory pluralizes the traditional concept of Intelligence. It is framed in light of the biological origins of each problem solving skill. In this paper I will discuss what theory of Multiple Intelligence is? And how a second language teacher can apply this theory into the classroom education. This paper is divided into three parts, first part deals with what is Gardner's view on Intelligence, Second part deals with what is Multiple Intelligence theory, and third part deals with how a second language teacher can apply this theory into his classroom.

Part I

Howard Gardner's view of Intelligence

Is Intelligence just an ability or skill? Or is it something deeper? Gardner defines Intelligence as “An ability to solve problems or to create products that are valued within one or more cultural settings.” in other words; Intelligence is also a wide variety of abilities that are applied in various situations. Hence Gardner's theory argues that Intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. Fundamentally Intelligence refers to ‘a biopsychological’ potential of our species to process certain kinds of ways.

Part II

What is Multiple Intelligence theory?

The idea of multiple intelligences comes out of psychology. It's a theory that was developed to document the fact that human beings have very different kinds of intellectual strengths and that these strengths are very, very important in how students learn and how people represent things in their minds, and then how people use them in order to show what it is that they've understood.

If we all had exactly the same kind of mind and there was only one kind of intelligence, then we could teach everybody the same thing in the same way and assess them in the same way and that would be fair. But once we realize that people have very different kinds of minds, different kinds of strengths -- some people are good in thinking spatially, some in thinking language, others are very logical, other people need to be hands on and explore actively and try things out -- then education, which treats everybody the same way, is actually the most unfair education. Because it picks out one kind of mind, which I call the law professor mind -- somebody who's very linguistic and logical -- and says, if you think like that, great, if you don't think like that, there's no room on the train for you.

Multiple Intelligence theory is a new theory in the domain of education. It pluralizes the traditional concept of Intelligence. Gardner in this theory states that there are different ways in which people are intelligent. At the beginning he listed Intelligences like - Linguistic / Verbal intelligence, Logical / Mathematical intelligence, Musical intelligence, Bodily / Kinesthetic intelligence, spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence in the theory and later he added two more intelligences and that are Natural intelligence and existential intelligence. Regarding existential intelligence he is still working on it. So all together there are eight Intelligences in the theory of Multiple Intelligences. Now let's have a deep and thoughtful look on the theory.

First Linguistic / Verbal Intelligence - It relates to one's ability to learn and use language effectively. A high linguistic intelligence is demonstrated by writers, poets, lawyers, and speakers. According to Gardner this intelligence has to do with words, spoken or written. We often meet people with high Linguistic / Verbal intelligence. It is an ability to freely use words and languages. They are the once with the 'gift of the gab'! Children with this gift are typically good at reading, writing, telling stories, memorizing passages, and remembering dates. They tend to learn, best by reading, taking notes, listening to lectures, and from discussion and debate. Most traditional classroom work demands this intelligence, whether in studying languages, or reading history and social studies. Gardner, in fact, traces the dominant role this intelligence plays in a person right from childhood.

Second Logical / Mathematical Intelligence - It makes an individual capable of analyzing problems logically, work on mathematical problems, and investigate intricate scientific issues better than others. Gardner points out that this entails the ability to detect patterns, reason deductively, and think logically. This intelligence gives one the ability to think scientifically and mathematically. Areas such as logic, abstraction, reasoning, and numbers are handled with ease by those with a high Logical / Mathematical intelligence. That is why those with this ability will demonstrate reasoning capabilities, recognize abstract patterns, and display the ability to perform complex calculations; they may be scientists, physicists, mathematicians, logicians, or engineers.

Third Musical Intelligence - It relates to the skills displayed in music, whether in performance, in composition, or even in appreciation of musical notes. According to Gardner 'Of all the gifts with which individuals may be endowed, none emerges earlier than musical talent.' Children in their tender years will hum a tune, recognize a song or even imitate sounds. Some of us are tone deaf while others have the capacity to grasp and play with intricate pitches, tones, and rhythms. Children with musical intelligence often have a naturally perfect pitch of voice, and are able to sing, play musical instruments, and compose music. According to Garden Since there is a strong listening component to this intelligence; learning through lectures could be easier for them than it is for others.

Fourth, Bodily / Kinesthetic Intelligence - it is the ability to use the mind to coordinate various body movements. Some children can dance with ease or perform nimble athletic movements, while others are fingers and feet in all the wrong directions. This intelligence also gifts with the potential of using the whole body or parts of it to solve problems. Gardner sees mental and physical activity as related. This kind of holism is yet to be fully exploited in education. He speaks of individuals who develop keen mastery over the motions of their bodies like dancers and swimmers, as well as those who are able to manipulate objects with finesse, such as artisans, ball players, and instrumentalists. In theory, people who have bodily / kinesthetic intelligence have a sense of timing, a sense of direction and a clear goal. They are generally good at physical

activities such as sports or dance. These people can use their muscle memory as effectively as others use their verbal memory, and there is indeed a strong interconnectedness between the two.

Fifth, Spatial Intelligence - It involves the potential to recognize and use the patterns in space, which grows directly out of one's observation of the visual world. This area deals with special judgment and the ability to visualize with the mind's eye, and is the type of intelligence that makes artists, designers, and architects. These spatial capacities can be drawn on in a number of different areas. According to Gardner they are important for orienting oneself in various locales, ranging from rooms to oceans. This intelligence gives a person the ability to read maps, and to recognize objects and scenes, both in their original surroundings and when altered. Architects and designers utilize this ability when they work with graphic depictions or with other symbols, such as maps, diagrams, or geometrical forms.

Sixth, Interpersonal Intelligence - It is concern with the capacity to understand the intentions, motivations, and desires of other people. Not all of us are 'people persons' with an ability to work well with others. Teachers, salespeople, and religious and political leaders need a well developed Interpersonal intelligence. People with high Interpersonal intelligence are characterized by their sensitivity to others mood, feelings, temperaments, and motivations, and their ability to work as a team. They communicate well and are able to empathize with others. Such people learn best by working with others and in group.

Seventh, Intrapersonal Intelligence - It entails the capacity to understand oneself and appreciate one's own feelings. Those with high Intrapersonal intelligence are introspective and self reflective persons, who are intuitive, typically introverted, and may prefer to work alone. The intelligence is the kind that makes philosophers, psychologists, religious thinkers, and writers.

Eighth Natural Intelligence - It is the ability to find patterns and recognize and classify plants, minerals, and animals, including rocks and all varieties of flora and fauna. It is also the ability to recognize cultural artifacts like cars or sneakers. You can help your students develop their naturalist intelligence by focusing their attention on the world outside the classroom. When students work to identify parts of real plants or participate in field trips to learn about different trees or animals, they are developing their naturalistic intelligence. Those with high Natural intelligence show the great interest in nature and they learn best from nature.

In brief these are the eight intelligences proposed by Gardner after extensive brain research, interviews, and tests on hundreds of individuals.

Part III

Applying Multiple Intelligence Theory in the Second Language Classroom –

Overall, there are few theories that have been embraced more enthusiastically by second language teachers in the past few years than Multiple Intelligence theory. As second language teachers, we want information and resources about the theory; we want to know how to apply the theory in the classroom. Multiple Intelligence theory offers second language teachers a way to examine their best teaching technique and strategies in the light of human differences. There are several important steps to follow in applying the theory in your own classroom.

Step one – Introduce Yourself to the Basic Theory –

First you should read and understand the basics of the Multiple Intelligence theory. Once you have read through the basics, see if you could understand them well enough to answer the simple and straightforward questions like

1. What is Howard Gardner's view of Intelligence?
2. What are the eight intelligences and explain how each one is used.
3. Why are there only eight intelligences?
4. What are the features of each Intelligence?

If you are working alone, you might use the questions to check your understanding. If you are able to work with other teachers, discuss the questions with them.

Step two – Take Multiple Intelligences Inventory –

Armstrong (1994) believes that before teachers apply a model of learning to the classroom, they should apply it to themselves as educators. Therefore the next step in applying Multiple Intelligences theory to the classroom is for teachers to determine their own Multiple Intelligence profile. For that use "Multiple Intelligences Inventory," once you go through the inventory you will understand what is your intelligence profile and similarly you will get a clue about the identification of Multiple Intelligences. Inventory like "teele inventory of Multiple Intelligences" are also very useful. (Note – for inventory please look at the end of the paper)

Once you learn more about your own Multiple Intelligences profile, you will become more confident in the choices you make that affect your teaching. The purpose of taking a Multiple Intelligences Inventory is to connect your life experiences to the ideas presented in Multiple Intelligences Theory. Inventories are not intelligence tests. Scoring high on an inventory merely gives you a sense of how much you are focusing on this intelligence in your daily life. So through this step the teacher will understand how to determine his/her student's strong intelligence.

Step three – Learn to Categorize Familiar Language Activities –

In order to begin lesson planning, it is important for you to be able to identify the activities you normally use in your lesson as they relate to the different intelligences. There are a number of ways in which you might identify activities. For example you can create menus like a linguistic menu, logical/mathematical menu, musical menu, etc and you can put all your familiar activities under these menus according to its relation with the intelligence. Similarly there is another way to identify activities and that is you can look back at your old lesson plans and make a list of the different activities that you have used in your old lessons. Once all the activities have been placed under the intelligence, you can conduct a healthy discussion among your colleagues.

So this will give you an overall multiple intelligences activity profile, in this you will find many activities which support more than one intelligence, for example "find someone who...." This activity clearly helps student to develop their Linguistic / Verbal intelligence, but it also develops Bodily / Kinesthetic intelligence, Interpersonal and Intrapersonal intelligence. When planning curricula, it will be important to recognize the chief intelligence being focused on as well as the other intelligence being developed.

Step four – Conduct a Personal Audit of your Own Teaching –

I have found this activity very useful in applying multiple intelligences theory in my own classroom and use these same techniques in my engineering college. The activity is reflective in nature and requires that teachers look at the activities they include in the

lessons over a given period of time, say one week. When I reviewed the results from one of my own classes, I was surprised during the two-week period that I tracked, I did not use any activities in my classes that helped students to develop their logical/mathematical intelligence or their musical intelligence, whereas, the other intelligences were equally represented. There were two things I could have done with this information. I could have simply considered it interesting and taken no action to change, or I could have used the information to explore ways of introducing these intelligences in my lessons. I made a decision to do the latter and tried to think of ways to include these two intelligences in my language teaching. In order to include opportunities for students to develop their musical intelligence, I taught my students the tunes and words to two very simple folk songs, “Skip to My Lou” and “Down in the Valley”.

The above anecdote is an excellent example of how multiple intelligences theory influenced language teaching and learning in my classroom. My decisions about activities as they relate to multiple intelligences theory were made by choice and not by accident. So these kinds of decisions will come only by conducting a personal audit of our own teaching.

Step five – Develop Assessment Technique That Address the Eight Intelligences –

Another important component of applying multiple intelligences theory in the second language classroom is assessment. Not only should you be concerned with integrating multiple intelligences in to your lesson plans, but you should also be concerned with the assessment techniques you employ. The two paradigms – teaching and assessment must evolve if you want to make any significant changes in your curriculum and in the ways in which your students learn and respond to your classes. There are a number of assessment challenges that a multiple intelligences curriculum begins to the forefront. A multiple intelligences curriculum supports the idea that each student is unique and that instruction and assessment must be varied. It also supports a variety of assessment instruments so that we can get a more complete, accurate, and fair picture of what students know. According to the theory assessment practice must be individualized and developmentally appropriate.

Conclusion

After doing some observations I realize that no two teachers will use multiple intelligences theory in exactly the same way. Some teachers will use multiple intelligences theory as an entry point into lesson content. Others will attempt to engage all eight intelligences. There is no correct answer or rode to follow. What is important is to understand how multiple intelligences theory informs your own teaching. Once you understand this concept, you can consciously apply the theory to your lesson planning and curriculum development. There is no hard and fast rule. You certainly do not need to have every intelligence in every lesson. Much of how you decide how to balance intelligences in your curriculum will depend on the circumstances in which you teach.

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The Impact of Children's Literature in the Teaching of English to Young Learners

Anusha Das

Children's literature is for readers and listeners up to about age twelve and is often illustrated. It is often defined in four different ways: books written by children, books written for children, books chosen by children or books chosen for children. The genre encompasses a wide range of works, including acknowledged classics of world literature, picture books and easy-to-read stories, and fairy tales, lullabies, fables, folk songs, and other, primarily orally transmitted, materials. It emerged as a distinct and independent form only in the second half of the 18th century and blossomed in the 19th century. In the 20th century, with the attainment of near-universal literacy in most developed nations, the diversity in children's books came almost to rival that of adult popular literature. The concept of childhood shifts constantly from period to period, place to place, culture to culture- perhaps even from child to child. The literature designed for childhood, therefore, reflects this variety too. The best children's books offer readers enjoyment as well as memorable characters and situations and valuable insights into the human condition. The rich variety of material offered by children's literature stimulates language growth, and thus improves the learners' empowerment by increasing communication skills. The needs of the individual are acknowledged; appropriate action is possible in responding to the individual differences between learners.

Genres in children's literature

In the book "Children's Literature: A Developmental Perspective" by Barbara E. Travers and John F. Travers eight possible genres of children's literature – *the picture book, traditional literature, modern fantasy, poetry, contemporary realistic fiction, historical fiction, biography and autobiography and informational books*- are depicted and they reflect the biopsychosocial development of children.

1. Picture Book:- Marcus (2002) defines picture book as “ not merely an illustrated book where pictures are infrequently interspersed throughout the text but a dialogue between two worlds: the world of images and the world of words.”
2. Traditional Literature:- Traditional literature refers to those stories and songs of the beliefs, customs, and traditions from all parts of the world that have been passed down orally generation to generation from the beginning of time, and have no known authors. Much of traditional literature consists of folk tales, legends, myths, fables and parables, as well as rhymes, songs and ballads.
3. Fantasy:- Fantasy is an extraordinary world in which readers who are willing to suspend disbelief are transported to another time and place, where they meet compelling characters who are typically on a quest that involves their readers in a struggle between good and evil.
4. Poetry:- Poetry, with its richness, diversity and linguistic playfulness, deserves a central role in every classroom from preschool through high school. Poetry thus becomes a vehicle for the expression and interpretation of ideas.
5. Contemporary Realistic Fiction:- Real stories that could happen here and now are categorized as Contemporary Realistic Fiction. The author attempts to weave a story based on believable characters, a plausible plot, and a recognizable setting so that young readers, who may not have experienced what the book's

- characters are experiencing, can vicariously live through the story's characters while they read.
6. Historical Fiction:- the stories that could have been true in the past are categorized as Historical Fiction. Children find historical fiction adventurous, exciting and a wonderful introduction to experiences they only can dream about.
 7. Biography, Autobiography, Memoir:- These are true accounts of a person's life, written about or by that person. Through reading these books, children learn about prominent figures from all walks of life.
 8. Informational Books (nonfiction):- These are books containing verifiable facts. The structure of an informational book demands that it be accurate, well organized, appropriately and attractively designed and clearly written.

The Sequence of Language Development

AGE	ACCOMPLISHMENT
Approximately 3 months	Children use intonations similar to those of adults
About 1 year	They begin to use recognizable words and repeat sounds to express emotion
About 4 years	They have acquired the complicated structure of their native tongue.
At approximately 5 years of age	Children use adult like language, that is, they form sentences. Naming and counting are important to them.
At 6 or 7	Children now speak and understand sentences they have never previously used or heard.
From 8 to 10 years	Children begin to use their vocabulary skillfully and their conversational strategies noticeably improve.
From 11 to 13 years	Their speech closely resembles that of an adult.

Characteristics of Literature-Based Instruction

- Literature is used as an important vehicle for language arts instruction.
- High quality narrative and informational literature provides the basis for a consistent read-aloud program in which children are to read daily.
- Literature is the sole or primary basis for initial reading instruction, or it is a significant supplement to a basal program.
- Opportunities are provided for students to listen to and read books of their own choice.
- Students are provided with sustained time for both independent and collaborative book sharing, reading, and writing activities.
- Discussions of literature among students and teachers are commonplace.

- Authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
- Literature can contribute to language learning. It presents natural language, language at its finest, and can foster vocabulary development in context.
- Literature can promote academic literacy and thinking skills, and prepare children for the English-medium instruction.
- Literature can function as a change agent: good literature deals with some aspects of the human condition, can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes.

Literature for the Early Years (upto 2 years)

The literature for this age group corresponds to the biopsychosocial developments in the child. The most important developmental features of the children under this age group are given in the following table.

Bio-psycho-social Characteristics

BIO	PSYCHO	SOCIAL
❖ Rapid physical growth	❖ Object permanence	❖ Social smile
❖ Control of bodily movements	❖ Attention improves	❖ Self-concept appears
❖ Habituation	❖ Memory improves	❖ Struggle for self-control
❖ Organizes world into meaningful patterns	❖ Goal directed behavior	❖ Emotional Expression
❖ Sensitive to speech sounds	❖ Deferred attention	❖ Stranger anxiety
❖ Stands, walks	❖ Vocabulary grows	❖ Separation anxiety
❖ Bodily coordination improves	❖ Acquires grammar	❖ Attachment behavior
	❖ Symbolic activity	❖ Relationships emerge

The following are some of the genres of literature that are suitable for children under this age group. But in the case of Kerala the children under this age group are not exposed to English language as each and every member of the family will use only the mother tongue that is Malayalam to converse with the child. It will be beneficial to the child if they get an opportunity to come across such type of literature from the very early years. It will give them a good base in English.

1. Wordless Books:- Wordless seem at first to denote books for babies that are simplistic, devoid of plot and dull, but actually they are often humorous, challenging and clever.
2. Alphabet Books:- Alphabet books have long been a source of pleasure and information for young book lovers.

3. Picture Storybooks:- In picture story book words and illustrations are integrated to make a complete story.
4. Nursery Rhymes:- It give pleasure to small children. They retain a power that is both emotional and aesthetic.

Literature for the Preschool Years (Ages 2-4)

Psychologist and researcher Dr. Benjamin Bloom says that about 50% of child's intellectual development for its entire life time is completed before the child is four years old. Different aspects of development that will help us to understand children of these years are shown in the following table.

Bio-psycho-social Characteristics

BIO	PSYCHO	SOCIAL
➤ Brain Connection increase	➤ Conversation appears	➤ Family relations develop
➤ Growth slows slightly	➤ Representational thinking	➤ Siblings become influential
➤ Walking, running, jumping consistently improve	➤ Problem solving behavior	➤ Spends time in day care
➤ Learns to throw and catch ball	➤ Vocabulary growth	➤ Emerging self-concept
➤ Plays with expanding network of friends	➤ Basics of Grammar	➤ Social growth improves with play
➤ Coordination steadily improves	➤ Use of Questions	

Childhood is a day-by-day discovery of the world. First hand observation of Nature and looking at pictures is an introduction to the world of feelings of children. The present day pre-schoolers are tremendously interested in the world around. Books to some extent promote their mental development. They have to be printed in many colours and on fine strong paper. The elements of fun, laughter, wonder, liveliness give them great satisfaction. Following are some of the genres of books recommended for this age group child.

1. Alphabet Books:- Small children love listening to the alphabet and gradually, by listening carefully, begin to learn it letter by letter. They enjoy playing with words because the language explosion is at its peak during these years when they are in the process of analyzing their language.
2. Counting Books:- Children enjoy counting and most children, at the beginning of these years, have grasped the notion of *ordinality* (i.e., three is more than two). The use of verbal labels (e.g., little, big) follows next, and they begin to count.

3. Picture Story Book:- Children of this age constantly ask that their stories be read aloud, again and again. Sometimes it is the humour of the situation that tickles them; at other times it is the incongruity. They are beginning to match the storyline with the illustrations and anticipate what is going to happen next.
4. Fairy Tales:- It is interesting to note that small children often prefer the comic-like drawings of characters in fairy tales and other stories, in which witches, ghosts, or other ugly creatures may be threatening to them.
5. Folk Tales:- Folktale is the fictional account of events in the lives of humans, both good and evil and of nonhuman characters as well.
6. Animal Fantasy:- Children of this age especially relate to the escapades of animals. Animals are considered human and children do not question their ability to talk or act like humans.

Literature for the Early Elementary School Years (Ages 5-7)

A child up to seven years of age is highly sensitive and inquisitive to know all about everything and he wants to know and learn in his own way. The 5 to 7 year span is a remarkable period. Not only are children experiencing the cognitive changes, they are also facing challenging social issues. Other aspects of their development include the following.

Bio-psycho-social Characteristics

BIO	PSYCHO	SOCIAL
* Children become thinner	* Memory steadily improves	* Adjusts to rules
* Bodily strength and coordination increase	* Attention improves	* Gender role apparent
* First permanent teeth	* Formal education begins	* More sophisticated self-concept
* Motor skills improve	* Reading is a major concern	* Television becomes a major force
* Brain lateralization becomes more obvious	* Brain connections multiply	* Relationships influence development
	* Improved symbolic activity	
	* The 5 to 7 shift	
	* Geocentricism still an issue	
	* Basics of language in place	

Giving children literature to read or to be read by others is giving them an opportunity to know the truth and grow independently. Children of this age group can not read much for themselves. Therefore some books are to be read aloud to them. Grandmothers from generation to generation had been telling stories from Ramayana, Mahabharatha and Puranas to children. We have to be very cautious in selecting literature for children if we

are really interested in making a man out of a child. Following are some of the genres of books recommended for this age group child.

1. Traditional Literature:-The tales and legends of traditional literature enhance children's cognitive abilities and aid in their understanding of other cultures. Their competence in the use of basic cognitive skills such as the mastery and use of concepts, an expanding language base, and a rich imagination combine to produce a reader eager to enter into the world of heroes, warriors and villains. For example small stories from Ramayana, Mahabharata, Bible etc.
2. Poetry:- The richness, diversity and linguistic playfulness of poetry should occupy a central role in the classroom. Poetry becomes a vehicle for the expression and interpretation of ideas, in that the contents of children's minds can be shared in a manner calculated to appeal to all ages. These are the years when children are most susceptible to developing a love of poetry; language acquisition is flourishing; reading is becoming a cherished, adult-like activity; and cognitive development is leading to an appreciation of word usage. Onomtopoc poetic words are important and attractive. For example: "Twinkle twinkle", "Ba ba black sheep" etc
3. Historical Fiction:- To prepare students for their formal introduction to social studies, teacher may choose to offer them examples from the historical fiction genre. These stories have been selected because they are developmentally appropriate; that is, their language; themes, plot and conflicts are presented in a framework that matches the biopsychosocial development of children. For example small stories related to Indian independence struggle.
4. Biography and Autobiography:- Reading biographies acts to enchant and inform children, it also provides examples of character, loyalty and achievement. In other words, children learn about models who can shape their lives. For example biography and autobiographies of freedom fighters.

Literature for the Intermediate School Years (Ages 8 – 10)

Children of these years grow at a slower and steadier rate than previously. Their thinking become more logical; they love the rules that bring order to their world. They are beginning to evaluate the reactions of others, particularly those whom they respect. As they compare themselves to their peers, their self-concept is either enhanced or challenged. To select the right book for child of this age, teachers should consider the following developmental characteristics.

Bio-psycho-social Characteristics

BIO	PSYCHO	SOCIAL
♣ Bodily agility	♣ Logical thinking	♣ Self-concept
♣ Steady weight and height gains	♣ Improved memory	♣ Self-esteem
♣ Nutritional concerns	♣ Intellectual skills	♣ Impulse control
♣ Prevention of disease and injury	♣ Problem-solving ability	♣ Peer relationships
	♣ Language achievements	♣ School achievement
	♣ Moral dilemmas	♣ Coping with stress
	♣ Appreciates humor	♣ Changing parental relationships.

Children love good books and consider them as their favourite friends. We can see children sleeping with their favourite book in their hand. T.V and computer cannot serve the function of a book. The picture on them quickly disappears but a book becomes a friend that a child can return to again and again. A good book can give him courage, a feeling of security and belonging and a sense of right and wrong. The following are some of the genres of literature that are suitable for children under this age group.

1. Traditional Literature:- It delights children of the intermediate school years because of its variety. Its fables, ballads, folksongs, epics, myths and legends, folk-tales and fairy tales provide them with a vast array of books about topics from around the world. Traditional literature provides the information children are seeking while heightening their imagination. For example Jathaka tales, Tennali Raman stories etc.
2. Poetry:- The appeal of poetry to children of these years is immense. The words, the sequence and the rhythm can draw them from the here- and- now into another world where they can vividly explore new ideas. Poetry expresses humor and sadness, love and loss, courage and strength. Simple poems dealing with simple themes that are familiar to the children can be taught to them.
3. Mysteries:- Mystery stories filled with action are a staple of the intermediate school child's reading diet. Mysteries capture their imagination and increase the speed of their silent reading as they seek to discover the fates of their favorite characters. Students of this age are challenged to use their mental ability to seek solutions to problems, and are pleased when they discover the clues that lead to a satisfying conclusion.
4. Biography and Autobiography:- Students in the intermediate years who are eager to learn about a subject like music and the arts, history and adventure, or sports and hobbies can be gently guided to biographies and autobiographies of literary merit. Biography and Autobiography of eminent personalities of their interest can be given to the students.
5. Informational Books:- Children in the intermediate school years find informational or nonfiction books an invaluable part of their school lives, not only for use in research projects, but also to satisfy their own native "intelligences." For example Children's encyclopedia can be provided to the students.

Literature for the Middle School Years (Ages 11 - 14)

The middle school years see the beginnings of changes that foreshadow the rapid and dramatic development of puberty. Explosive changes in the biopsychosocial forces acting on youths have often caused parents and teachers to comment on the difficulties of these years. The major developmental features of these years are given below.

BIO	PSYCHO	SOCIAL
* Brain size similar to adults	* Abstract thinking continues to improve	* Search for self intensifies
* Physical skills improve noticeably: running, jumping etc	* Attention becomes more selective	* Appearance and peer reaction critical
* Skill performances progress	* Memory strategies sharpen	* Peer relations important
* Care needed with nutritional needs	* More advanced problem-solving strategies evolve	* Obesity could be a problem
* Health usually good	* Language usage becomes more sophisticated	* Stress is met more frequently
* Gender		

Frequently, teachers develop a theme such as immigration and develop it across the middle school curriculum by using many genres of children's literature. Required reading involves books that offer various perspectives on the theme. The following are some of the genres of literature that are suitable for children under this age group.

1. Traditional Literature:- the appeal of children's literature to middle school students lies in its ability to encourage readers to let their imaginations soar. Bound by rules in maths, science and language, these stories provide a sense of emotional relief.
2. Fantasy:- The elements of fantasy hold great appeal to middle school readers because, in very real sense, they touch many developmental features of middle school years.
3. Drama:- Drama is an integral part of the poetry genre for young people in middle school. Not only does the current interest in Shakespeare fascinate them, but many students who choose drama as an elective are developing their personal, social and academic skills.
4. Biography:- Children of these years are becoming progressively more realistic about their skills, abilities and expectations. Their reactions, which result from comparing themselves to others, feed back into their self-concepts. The biographies give a wonderful opportunity to guide young people to the characteristics of outstanding individuals which in turn could improve their feelings of self-efficacy.
5. Informational Books:- The informational books provide knowledge that demands the focused use of cognitive skills.

Educational Value of using Children's Literature in Teaching of English

The educational value of using stories and the technique of storytelling has always been undisputed throughout the world. Now more and more English as a foreign language (EFL) teachers of young learners are using carefully selected stories from the world of children's literature because they have become more familiar with an acquisition-based methodology and because stories comply to the major objectives in most countries for

foreign language teaching to young learners: linguistic, psychological, cognitive, social and cultural. EFL teachers use stories to supplement their core materials or to create self-contained units of work that constitute mini-syllabuses. In this way, a story provides the starting point and rich context for developing a wide variety of related language and learning activities involving children personally, creatively and actively in an all round whole curriculum approach.

A storybook acts as a springboard for a wide variety of activities designed to develop children's English language skills as well as opportunities to develop the theme or content of the book. In this way, the stories link to children's learning across the curriculum and develop their general knowledge. Most important, the stories we select contain values which allow children to think about issues which are important and relevant to them. Storybooks are also very motivating as they exercise children's imagination and cater to different interests and learning styles. Storytelling is a shared social experience and provokes a response of laughter, sadness, empathy, excitement and anticipation which encourages social and emotional development. The excellent illustrations support children's understanding and help them relate what they hear to what they see and therefore decode meaning. Children develop their visual literacy and appreciation of art and discover the different styles of illustration and culture of the illustrator. These are just some of the many reasons for using children's literature. Our main aim is to develop positive attitudes in children towards language learning and towards their appreciation of literature.

Reasons for using storytelling

Teaching English as a second language does not simply consist of instructing students in the development of linguistic elements, but also helping students understand socio cultural aspects, enabling them to engage in real and effective communication. One way to expose students to socio-cultural differences is through the use of literature. Children enjoy listening to stories in their first language and are more likely to transfer that desire when listening to books read in a second language. Therefore, motivation and interest increase. Furthermore, stories are a great way of introducing, practising, revising, and improving pronunciation skills and teaching culture using the target language. Moreover, the four basic linguistic skills can be interrelated with other concepts. This integration favours the development of learning strategies, especially those using charts, making predictions, completing graphic organisers, etc. In addition, the use of stories favours an interdisciplinary and comprehensive methodology. For instance, if students are studying plants in science, the same topic can be reviewed in English using a story such as "Jack and the Beanstalk". In maths, they can learn to complete graphs showing different types of beans.

Implementing a story-based approach in the ESL classroom requires a great deal of energy, creativity and excellent classroom management skills as well as certain amount of flexibility from teachers. This approach can, however, put teachers under a certain amount of pressure. Yes, this technique does keep you on your toes and keeps the language teaching process at a high pace. Using **English stories for kids** to teach, however, has a direct benefit for teachers themselves, as their resourcefulness, confidence and critical appraisal develop greatly.

Elements of the lesson plan based on children's literature

- It should provide a context for the story and present the main characters. In doing so, students will link their own experiences with those in the story.

- It should identify linguistic objectives, for example, what vocabulary and sentence structures the teacher wants students to learn for sound, word and sentence levels.
- Teachers should decide how long to spend on the story, for example, if it will be read all in one day or over the course of several lessons.
- Teachers should determine how to present, practice and revise language and vocabulary. For instance, students may match pictures with words or label pictures to present lingual aspects. Students can sound out letters and words and create a graphic representation using individual white boards. Students can also write sentences for each word and draw a picture in their writer dictionary.
- It should contain rhymes and songs that would reinforce the introduced language.
- It should contain links with arts and crafts.
- Teachers should decide on follow-up activities related to the topic.

Children's literature: Illustrations and their function

Illustration plays an important role in children's literacy development as children like pictures and children need pictures. For both children and adults, illustrations can play an important role in textual interpretation. The reader scans the picture first, then reads the text, then returns to the picture to reinterpret in the light of the words so that the words help us to interpret the pictures and vice versa. When adults read, they tend to ignore many of the details of accompanying illustrations; children tend to pay careful attention to them. Although award winning books may, in the view of adults, have literary merit, they will not necessarily always be popular with children. There is generally considered to be a difference between an illustrated book and a picture book although there is no clear-cut distinction, with what are sometimes referred to as 'picture story books' falling somewhere between the two categories. Most children's books are illustrated, but not all illustrated children's books are picture books. A picture book conveys its message through a series of pictures with only a small amount of text (or none at all). The pictures in picture story books must help to tell the story, showing the action and expressions of the characters, the changing settings, and the development of the plot. The interaction between text and pictures in picture story books can provide children with an opportunity to develop visual-reading competence. For learners of additional languages, they can, if well-chosen and appropriately used, provide an excellent opportunity to reinforce and practice language. It is therefore important that teachers should know how children view the pictures in picture books and picture story books, what types of picture appeal to children and how pictures can best be used to help children with their language development.

For language learners, particularly those in the early stages of learning, the relationship between text and pictures generally needs to be a straightforward one. Presenting learners with challenges that are beyond their current level of competence is likely not only to create frustration and a sense of inadequacy, but is also likely to act as a barrier to language learning. Thus, post-modern picture-books, books that emphasize the incongruity between texts and illustrations, are unlikely to provide effective resources in the early stages of the teaching and learning of additional languages. Children in the early stages of the learning of an additional language need pictures that convey clear messages.

Children's literature: Language features

The majority of those who have written about children's literature have done so with children for whom the language of the text is a first language in mind. Children's literature is determined by expectations of a child's competences, notions of what a child is and of what is good for a child, but add that although they have made some attempt to extract some general features it is difficult to say what exactly characterizes the language of children's books. That something so fundamental as language should be treated in such a cavalier fashion by writers on children's literature suggests that many of them lack the necessary background and skills to provide a careful analysis and review of the linguistic aspects of children's literature. Furthermore, many of them are clearly culturally myopic, failing entirely to acknowledge that much literature written for children, particularly literature written in English, is likely to be read by children from diverse linguistic and cultural backgrounds.

'Good' children's literature

Tomlinson and Lynch-Brown (2002) propose a series of evaluative criteria that relate to (a) fictional elements (p. 22), (b) visual elements (p. 28) and (c) non-fictional elements (p. 170). These evaluative criteria are outlined below.

Fiction elements

- Plot - A good plot produces conflict in order to build the excitement and suspense that can easily invite children to get involved.
- Characters - Characters must be memorable. The main characters in an excellent work of fiction for children are fully-developed, undergoing change in response to life-alerting events.
- Setting - The setting is an integral part of a story, which includes time and place. Although setting is often vague in traditional literature for children, detailed descriptions of settings can be an effective way of engaging children's interest.
- Theme - Themes in children's books should be worthy of children's attention and should convey truth to them. Furthermore, themes should be based on high moral and ethical standards. A theme must not overpower the plot and characters of the story, however; children read fiction for enjoyment, not for enlightenment.
- Style - Style is the way in which an author tells the story; it is an aspect of the writing itself, as opposed to the content. Style should be appropriate in relation to content. The elements of style include word choice, sentence selection and book organization. The words should be appropriate to the story told; sentences should be easy to read but melodic, and the paragraphs, length of chapters, headings and chapter titles, preface, endnotes, prologue, epilogue, and length of the book overall should be designed with children's age and stage of development in mind.

Visual elements

- Line - Lines are the stroke marks that form part of the picture. The line of a picture generally defines the objects within the picture. Artists may choose to use lines that are dark or pale, heavy or light, solid or broken, wide or thin, straight or curved, or

have combinations of these elements. The lines of the picture should help to create and convey both the meaning and the feeling of the story.

- **Colour** - Colour can be described in terms of its hue, lightness, and saturation. Colours must be used to complement text. For example, soft warm tones are associated with calmness and contentment. Colours should change appropriately according to the story lines. If the events and mood of the story change during the course of the story, then the colors should change to reflect the shifts in the story.^{3, 4}

- **Shape** - Shapes are evaluated for their simplicity or complexity, their definition or lack of definition, their rigidity or suppleness and their sizes. For example, negative or blank space may be used to highlight a particular object or to indicate isolation or loneliness. The shapes in a picture, the spaces surrounding the shapes and the proportion of objects in relation to one another are important aspects of non-verbal messages.

- **Texture** - Texture conveys the impression of how a pictured object feels and can add a sense of reality to illustrations. Textures can be rough or slick, firm or spongy, hard or soft, jagged or smooth.

- **Composition** - Composition includes the arrangement of the visual elements within a picture and the way in which these visual elements relate to one another. The compositional characteristics of illustrations can help to convey an overall sense of unity and can reinforce aspects of textual meaning.

Non-fiction

- A clear, direct, easily understandable style is critical. Stylistic devices such as the inclusion of questions including the second person pronoun (you), as in “Have you ever wondered how chameleons change colour?” can stimulate readers’ interest and involvement.

- Captions and labels should be clearly written and informative. Though brief, these pieces of text serve the vital function of explaining the significance of illustrations or of drawing the reader’s attention to important or interesting details.

- Facts should be accurate and current. Non-fiction should distinguish clearly between fact, theory, and opinion.

- Personification should be avoided. Attributing human qualities to animals, material objects, or natural forces is part of the charm of works of traditional and modern fantasy. However, it should be avoided in non-fiction.

- **Attractive presentation.** Works of non-fiction should be attractively packaged and presented. An intriguing cover, impressive illustrations, and appropriate balance between text and illustrations can make non-fiction more attractive to children.

- **Movement** from known, simple and general to unknown, more complex and specific. To aid conceptual understanding and encourage analytical thinking,

presentation of information should be from known to unknown, general to specific, and simple to more complex.

- Stereotyping should be avoided. The best non-fiction goes beyond mere avoidance of sexist or racist language and stereotyped images in text and illustrations. It also shows positive images of cultural diversity.
- Format and artistic medium should be appropriate to the content. The exactness, clarity, and precision of photography, for example, make this medium appropriate for authors whose purpose is to present the world as it is.
- Depth and complexity of subject treatment must be appropriate for the intended audience. If an explanation must be simplified to the extent that facts must be altered before a child can begin to understand, the concept or topic is inappropriate in terms of the age and/or conceptual development of the intended audience.

There is considerable disagreement about what constitutes children's literature and, in particular, about what constitutes 'good' children's literature, much of the discussion that is available being couched in very general terms. Furthermore, although there appears to be general agreement that children's literature, particularly narrative, can contribute to children's social, cognitive and linguistic development, such writing as there is on the use of children's literature in the teaching and learning of English as a second or foreign language generally has little to say in specific terms about the problems that can be associated with using literature designed for first language speakers, or about the relationship between specific aspects of the selection and use of children's literature and issues relating to the language curriculum.

If right children's literature is provided to the students at the right time it is sure that it will help a lot in the teaching and learning of English. Through children's literature the teaching and learning process of English will become a natural and interesting process. This will also help a lot in improving the reading skills in the students and they will be eager to read more and more of English literature. This will automatically widen their horizon in English language learning. So in the near future we can hope that by introducing the children's literature in the curriculum of our students all the drawbacks in the English learning and teaching process can be wiped away.

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Anecdotes, Stories and Case Studies as Exemplifiers in Structured Instruction: Some Reflections

M. Deva Santhanam Pillai

Preamble

It is very often said that effective teaching is not about knowledge transfer but all about catalysts facilitating or expediting transformation. Teaching becomes mundane, boring and spiritless when engaged in more like a routine. But if the teacher chooses to make his/her classes more lively and absorbing, there are many useful tricks of the trade. In addition to employing humour, the teacher can take recourse to this simple but effective technique of using Anecdotes, Stories and Case Studies and live examples to exemplify, concretize, illustrate or throw light on what is being discussed. Using evocative images, drawing upon the familiar to explain the unfamiliar or to establish the connection between the two, this comes in as a very handy tool.

Many educators are so hard pressed for time that they find it almost impossible to think about their work outside 9 to 5. Add to that, the time spent in commuting. A number of people travel 30 or more miles one way up to the work place and the same or more distance in return journey which usually takes longer to traverse thanks to the volume of traffic in the evening. They leave their nests around 7 or 7.30 a.m. and return to it by 7 or 7.30 p.m. Almost the entire daylight time is spent this way. The job profile of a teacher is getting more complicated and demanding. A teacher is assigned a lot of other clerical, administrative and systemic responsibilities in addition to research and consultancy work over and above the given workload of 20 or more hours of teaching and allied work per week.

Many teachers are disinclined to think about the 'class work' outside class. As a result, the most important part of teaching is almost neglected and it is done more like a semi-conscious routine. There are many teachers who don't prepare for their classes. They are conversant with the syllabus and its content and manage to complete the lessons in their own unique ways and styles. It is also true that some teachers are moonlighting either to augment their income or to make hay while the sun is still shining. Oh dear!, the D.A is not really helping! Everything is dearer. A decent flat now costs 75 lakh rupees even in tier II cities! Even a sparrow has its flawless nest. When will I have mine own? Of all the people, why should a teacher be poor? They might retort.

Most students complain that their teachers are not meeting their expectations and are below par and that students attend classes only to put up the mandatory 75% attendance. Mandatory attendance is the trump card most mediocre institutions are wielding to intimidate the students. Cowering beneath their teachers' monstrous egos, the students silently suffer this indignity. Most inefficient teachers use the power and authority vested in them to cover up their flaws and inadequacies and in some horrid cases, sheer incompetency.

Here is what Kamala Das had to say about her plight:

Cowering beneath your monstrous ego
I ate the magic loaf and became a dwarf.
I lost my will and reason. To all your questions
I mumbled incoherent replies (Kamala Das,1973)

The contexts may be different but the piquancy of their plights is not. What a disservice!

In the name of discipline, students are tortured and traumatized and even ignominiously rebuked and shouted at. This is done more like a game in which the teachers assert their invincible superiority in terms of power and authority. They also have another ace up their sleeves - the internal marks.

In this kind of very sad scenario of the Indian class room at the higher level, it is worth discussing the reasons behind the failure of the many teachers either as persons or as teachers or in some cases both. Most colleges and universities have 9 to 5 work schedule with an hour or less of lunch break in the afternoon. Students sit through 6 to 7 hours of class room instruction. They are very happy when they go to some labs or when they have a sports/seminar/library hour as they can move around and be active one way or another.

Very often, they are able to connect to only some teachers while they are averse to some others. This is mainly because of the quality of class room instruction. Why do only some teachers succeed? Inefficient, uninspired, unprepared teachers complain that students are useless fellows, monkeys, discipline-less, disobedient devils. But the fact is that very often the teachers are insensitive, ill-equipped and boring. Incidentally, some students speak better English than their English teachers. Successful teachers are those who are happy about their vocation and career choice and do not pay undue attention to financial compensation. They derive joy in guiding, inspiring and motivating the youngsters. They reap the rewards not as pecuniary benefits but as gratitude, happy memories and “triumph of their principles”. (“Self Reliance” by Ralph Waldo Emerson. d 1882)

The following qualities and attributes are found in all good teachers.

1. Students feel happy to see him/her enter the class. Their hearts leap in joy as they see love and compassion in the eyes of their beloved teacher.
2. They are very good at the subject and seem to know almost everything. They command respect and admiration and to an extent fear also. In that sense, they are redoubtable.
3. They have a good, unhurried pace of delivery and students are at ease with the knowledge exchange and skill transfer.
4. They are good entertainers as well. Time flies in a good class
5. They are not prone to mood swings and are consistent in their attitude or behaviour.
6. Are available outside the class room also. They are accessible via email or e learning tools
7. Are sympathetic and understand students' problems.
8. Are not cruel or rigid
9. Are able to establish an emotional connect.
10. Have succeeded as surrogates
11. Have made their mark as no-nonsense persons.
12. Are good leaders and managers
13. Have a good sense of humor but at the same time have good class control
14. Have a certain aura or better still a kind of magnetic charisma about their personas.

This list is only suggestive and not in any way exhaustive. The reader is free to augment this and expand or refine it depending on his/her circumstances. It may be necessary to understand that most good teachers are people who spend time reflecting on what to discuss in the class. When they have an insight or a revelation they share it with their students. When they experience something, they make it a point to produce the ‘wow effect’ or the ‘aha effect’ as the case may be. They are, in that sense, full time teachers. They are not those who look upon teaching as a job, but are people who have taken to teaching as a noble calling and a rare vocation.

A good teacher has to be a raconteur too. This is a very useful skill. A teacher can talk about all his/her ideas, impressions and experiences, what he/she has seen or heard or read or observed with the kids in the class depending on the subject at hand.

One day, I was talking to senior professor in the canteen. He has two PhDs, hundreds of research papers and had been the CEO of a company in the US. I was taking tea while he preferred coffee. His cup of coffee was not as hot as he wanted it to be whereas my tea was piping hot. I told him that tea is always hotter than coffee. He was visibly confused and asked how and why. I said the tea has more water and coffee has less water and more milk, and so the boiling points are different. He said that it is a good observation and admitted that he hadn't thought in that direction. I felt a little elated as if I had shared an insight. For him, it was an epiphany. Very often we underestimate our ideas only because they are our ideas. Students on the other hand enjoy anything that comes their way. Sharing our insights and observations makes the students swell with the burden.

Many good teachers use live examples, current stories and day to day happenings as exemplifiers or illustrators. In one training class, the teacher asked the participants whether people in the past were happy or people in the present are happy. Most participants said that their parents and grandparents were happier than the people of the present generation. Then the teacher asked the trainees to think about infant mortality in the past and compare it with the present, to think about the percentage of women who died in labour-related or prenatal, post partum complications, crib death, children who didn't live to be beyond 5 years of age, about communicable diseases, poverty, illiteracy, malnutrition, unemployment, drought, usury, oppression, ignorance, superstition and of course the apathy and ineptitude of past governments prior to 1980 or there about.

He asked them to compare that with what they have today. He asked the trainees to think about all that they are enjoying now. From consumer durables and luxuries, their android phones, Skype, You Tube, 3G internet, dongle , reverse parking assist, blue tooth enabled cars with EPS, ESP, ABS, EBD, air bags, their contraceptive pills, microwave ovens, induction cookware, borosilicate glassware, mixer grinder, food processors, readymade powders, their über cool bikes and laptops, laparoscopy and minimally invasive surgical procedures, disposable incomes, partying and the long list of all the good things that come with the 21st century. Now decide was the past so glamorous and it is made out to be?

We now have motorways and expressways, 6 lane roads, and the low priced domestic flights, ICT enabled business ventures, ATMs, schools and professional colleges. In the past, as children, every time a flight flew past our skies, it was marvelous. We did wave our hands to say Tata to the passengers as if they could see us from above. But today, our sons and daughters are living abroad. We see them and talk to them via Google or Skype. We went to school by walk. They went to school chauffeur driven. As they grew older, they went to college driving their own cars gifted by their affluent parents. In the past, people did not have enough to eat. Life was tragic for many. But today, everything is looking far better. Many believe that India is shining. In spite of the many undesirable elements like corruption and inequality, life today is still several times better than what it was to people in the past.

Without these examples, it would not have been possible for the trainer to convince the trainees or drive home his point that the present is definitely worth living in. Carpe diem! He exhorted the youngsters to make the most of the present.

Very often the teacher takes recourse to this simple but effective technique of using live examples to concretize or illustrate, throw light on what is being discussed. Using evocative images, drawing upon the familiar to explain the unfamiliar or to establish the connection between the two, this comes in as a very handy tool.

One day, I talked to a class about Thiruvalluvar. Tradition has it that the ancient Tamil poet instructed his wife Vasuki to keep a needle and a tumbler of water beside his platter every time she served him a meal. She did follow this queer ritual of needle and water for many years and one day out of curiosity asked her husband why the needle and glass of water. To this query from his dutiful wife his reply was

You served food in an almost impeccable style and did not spill grains of rice while serving, hence I didn't have to use the needle to pick the grain of cooked rice and wash it in the glass of water to put it back on the plate. Every grain is precious. Before you eat, remember the long story of the farmer and the seed. If he had not put his hand through all the mud, sludge, slurry and dung to raise a sheaf of grains, I would not have put my hand on this platter of rice, which you know is not my handiwork. Every grain is precious and divine.

From that day onwards Vasuki adored her husband even more. That was a class of students from wealthy and upper middle class backgrounds. After the class, one boy met me with tears in his eyes and told me that he was touched by the story of the grain and the needle and promised not to waste food. I was happy that I had made a difference to one student. That day I was convinced that like all children, students in professional colleges also relished stories and anecdotes and that if instruction is structured to accommodate these elements also, it will remain in their hearts and minds for a long time.

Also consider spending enough time on what to incorporate in the introduction and what to do in the closing punch. There is no dearth of stories related to all that we teach. Whether you are teaching Paradigms In Computing or Embedded Systems or Digital Signal Processing, the teacher can talk about almost anything provided it serves the purpose related to the subject.

Be it Material Science or Cloud Computing, be it Heat Transfer or Refrigeration, it is possible to use stories and anecdotes in instruction. The teacher has to spend a little time on planning so as to embed these and make them look natural or spontaneous and not in any way contrived. All good teachers are avid readers. They can take recourse to reading in order to replenish their repertoire of stories and archives of anecdotes.

Quotations

Quotations are regarded as useful tools to teachers. They also speak high of one's retentive power and ability to bring in associations and annotations to bear up on the denotations and alter the connotations of the context at hand. Avid students lap up these goodies. Most students can sense the intellectual quotient of the teachers through these avenues.

Case studies

Another useful, similar tool is the case study. Case studies are contrived/modified stories and anecdotes. The characters do get "a local habitation and a name and not airy nothings". Most students enjoy these case studies and understand the theory or principles better as these case studies embody the moot point and learning outcomes. In many CALL (Computer Aided Language Learning) labs, people can think of case studies. There are many very handy, crisp collections available. Most of these are very short and can be read by students in less than 5 minutes' time. Comprehension questions relating

to the skills or outcomes are also taken care of at the end of each case study. Hence, very fruitful brain storming and discussions ensue after these case studies.

In conclusion, it can be said that class room instruction has to have both utile and dulce. It is the teacher's burden to make the students happy. These are not just monotony breakers. These effective tools like stories, anecdotes, case studies and quotations, when employed judiciously in every day class room, can make the students connect the subject with the bigger picture.

Glossary:

1. **Carpe diem:** Carpe diem is a phrase from a Latin poem by Horace that has become an aphorism. It is popularly translated as "seize the day". Carpe is the second-person singular present active imperative of the Latin verb *carpō*, which literally means "You pick, pluck, pluck off, cull, crop, gather, to eat food, to serve, to want", but Ovid used the word in the sense of, "enjoy, seize, use, make use of". It is related to the Greek verb (*carpoomae*) *καρπύομαι*, (I grab the fruit, profits, opportunity), (*carpos*) *καρπός*=fruit of tree, of effort, etc. Diem refers to "day". Source: http://en.wikipedia.org/wiki/Carpe_diem
2. **über :** being a superlative example of its kind or class , to an extreme or excessive degree Source: <http://www.merriam-webster.com/dictionary>
3. **Epiphany:** An **epiphany** (from the ancient Greek *ἐπιφάνεια*, *epiphaneia*, "manifestation, striking appearance") is an experience of sudden and striking realization. Generally the term is used to describe breakthrough scientific, religious or philosophical discoveries, but it can apply in any situation in which an enlightening realization allows a problem or situation to be understood from a new and deeper perspective. Source: [http://en.wikipedia.org/wiki/Epiphany_\(feeling\)](http://en.wikipedia.org/wiki/Epiphany_(feeling))
4. **ICT:** Information and communications technology or Information and communication technology
5. **ABS: Antilock Brake System** (or Anti-locking Brake System) - enables you to steer whilst keeping the brake pedal full on. It can be felt as a vibration through the pedal when it cuts in. Also useful in stopping in a straight line if one side is on slippery stuff and the other on grippy stuff (non-ABS will tend to spin).
6. **EBD: Electronic Brake Distribution** (or Electronic Brake-force Distributor) - alters how much of the brake force goes to the front and how much to the rear. Cars always have more braking on front as if the rears lock before the front then the car will spin. How much braking you can do with the rears depends on how much weight is in the vehicle so EBD dynamically adjusts this balance. Without it, the manufacturer sets up the balance so the rears don't lock when the vehicle is empty which is less braking than is possible when the vehicle is full.
7. **EPS: Electronic Power Steering** - enables the amount of assistance with steering to be varied depending on speed and how much you turn the wheel. This means it can give lots of boost when parking the car whilst still giving you a good feel for the road at speed.
8. **ESP: Electronic Stability Program** - senses when the car is about to go out of control and can apply an individual brake to a wheel to help avoid the spin. Will not totally prevent the spin but means that it takes more to lose control. Often also used to give traction control where brakes may be applied if a wheel begins to spin due to too much power for the grip. N.B. many cars have TCS (Traction Control System) without having ESP. Source: http://wiki.answers.com/Q/What_are_ABS_EBD_EPS_in_a_car
9. **utile and dulce:** Useful and pleasant

References:

- Kamala Das, *The Old Playhouse, The Old Playhouse and other Poems* Orient Longman, 1973
- The concluding lines of "Self-Reliance," by Ralph Waldo Emerson, (1803 to 1882)
- William Shakespeare in *A midsummer Night's Dream*, Act5, Scene1, lines 12 -17

Thiruvalluvar Thirukkural, Chapter on Vaazhkkai thunai nalam, Verse 55 (in celebration of married life) Source <http://www.thirukkural.com>

APPENDIX:

P.S. Job profile sample:

1 Teaching

1. Preparing for classes,
2. Delivering the material for courses or labs.
3. Continuously maintaining and improving the quality of the courses being taught.
4. Reviewing the courses taught through accurate records for accreditation purposes. This initially entails keeping copies of students work, preparing a course specification report and a course evaluation report.
5. Some courses might require supervision of graduation projects and internships. The preparation includes activities such as
 - a) Text selection,
 - b) Preparing course syllabus,
 - c) Planning in-class individual or team activities,
 - d) Constructing student assessment documents,
 - e) Keeping grade records etc.
 - f) Student evaluation such as exams, presentation, & projects should be very well prepared and documented by the faculty member.
6. Holding regular office hours is required.
7. Annual peer review will be conducted to enhance the teaching process.

2 Advising or counselling

Faculty members will be assigned a certain number of students from the College for advising. Advising services include advising students on matters regarding academic, curricular and careers.

3 Research

1. Research includes theoretical or practical research to create and add knowledge in the field, theoretical or practical research to assist in the expansion or interpretation of existing ideas, theories or practices.
2. Theoretical or practical research that assist in the improvement and application of knowledge.
3. Faculty members are expected to be active in research. It is highly encouraged to produce a minimum of one paper (conference or journal) annually. Faculty members will be allowed to attend conferences in which they present genuine work. Team work is encouraged between faculty members to establish research groups to produce interdisciplinary research.
4. Annual peer review will be conducted to enhance and encourage faculty research projects.

4 University Service

University service includes departmental, college and university level service. Faculty members will be expected to be involved in the departmental committees (Department Council, Curriculum review Committee, textbook committee, Credit Transfer Committee, Peer review committee, Department Accreditation Committee Etc., and other ad-hoc

committees) as deemed necessary by the chair. College services include participation in College committee such as College Council, College Curriculum Review committee, College Peer review Committee, College Textbook Committee, College Accreditation Committee etc. , and any other Ad-Hoc committee as deemed by the Dean of the College. University Services include participation in University committees as deemed by the Rector for Academic Affairs or other competent authority.

5 Community Service

Through the office of Continuing Education, Faculty members are encouraged to develop workshops, seminars, short courses, etc. that will benefit the working professional in the region. Consulting services may also be offered to the surrounding industry through the same office. Faculty members are expected to direct their expertise to benefit the community at large.

6 Other Aspect Of Faculty Performance

Faculty members are expected to conduct themselves in a collegial, professional, and ethical manner when dealing with other faculty, students, administrators and members of the community. All the above enhances the teaching/learning process as well as enhancing the reputation of all Faculty in the College.

Source:

<http://www.pmu.edu.sa/downloads/jobs/Faculty%20Electrical%20Engineering.pdf>

English for Specific Purpose

Vijayalakshmi. M

Introduction

English acts as an indispensable 'link' language. English has acquired a unique status among the other languages of the world in that it has been acknowledged as a 'global language'. It is the main instrument of communication in the diplomatic, political, educational and economic world. English language plays a vital part in every profession with respect its importance and demand. Every profession has its own professional terminology which is used frequently in that particular profession. For instance, certain terms used by the doctors, lawyers, engineers, etc., are quite different from those of other professionals. So, to benefit these professionals, English for specific purposes is introduced.

Specific English words related to that particular profession can be taught by those professionals and jargon related to one profession is different from the other. Hence every professional is taught in a particular manner that fits in well with his professional demands.

This presentation illustrates the process of developing the ESP concept, including attempts at training teachers and producing materials at major levels.

Definition of English for Specific Purpose (ESP)

English for Specific Purpose is to meet the specific needs of the learners. It makes use of the methodology and activities of the discipline it serves and it is centered on the language appropriate to the activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

- ESP is used in specific teaching situations in a different methodology from that of General English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could be for learners at secondary school level.
- Most ESP courses assume some basic knowledge of the language systems and it also be relatively designed for specific disciplines.

General Model of English Teaching

Communication should be the main goal of all English teaching, but the presentation and practice of new language items is a major element in most syllabuses. We should also recognize that learning language items and systems and eliminating errors is a long-term.

Effective language teaching and learning can only be achieved when teachers are aware of their learners' needs, capabilities, potentials, and preferences in meeting these needs.

English for Specific Purpose

English for Specific Purpose is an approach to language teaching which is directed by specific and apparent reason for learning. It emphasizes the need for a learning-

centered approach and teaching languages aimed at raising the quality of language studies.

English for Specific Purpose and General English

English Language, the language of news, business, information, opportunity, employment, has become the synonym of all progress in the recent years. Notwithstanding the fact that today it enjoys the status of a big business in the wake of globalization, teaching and learning of it in educational institutions, rather inadequate and unproductive. The situation is worse in small towns and rural areas where most of the students observe English as a terrifying subject as they register failure therein and thereof.

ESP concentrates not only on the recognition of particular structures of sentences or word combinations, but also on the choice of terms and meanings of words in different kinds of texts.

The specific aims of getting to know specialized vocabulary, enlarging one's knowledge of the subject matter by reading in English and being able to use the language in the prospective profession or study areas by becoming prepared for some common situations.

English for Academic Purpose (EAP)

EAP is to fulfill the needs of students in preparing them for the study functions to be involved in future study tasks. Attending such courses will aid them to become more competent as researchers in advanced social science areas of study.

EAP course will result in tremendous increase in motivation to learn, interest and participation. The learners are more willing to learn and perform tasks as they can see the significance of learning the skills. In brief, EAP does create a different learning environment for learners and this is important in order to produce capable students.

Recognizing success in teaching English

Real success in English language teaching and learning is when the learners can actually communicate in English inside and outside the classroom. Successful teachers and institutions differ in many ways, but tend to have certain things in common. Among these are routine communication in English in class, an emphasis on practice rather than explanation, and co – operation among teachers.

Goals and Objectives for Teaching ESP

A major goal of all ESP should enable the learners to use English professionally, effectively, accurately. Memorizing language forms and rules is valid as a short-term objective, but not as a main goal. Where time is short and groups large, goals may be limited, for example, reading technical publications, but they should still involve communication. Some immediate objectives will not be communicative in them, but should clearly contribute to the development of communicative ability. Learners should feel there is a worthwhile purpose to each activity and the whole course. Among the most important objectives of each lesson is engaging the learners' attention and interest.

Conclusion

Learning does not only mean, subject specific or specialization specific, instead it should be holistic in nature bringing all round development to the learner. Teacher and learner should work in agreement to make knowledge complete. Theory won't help in much to implement through practice and application. The various teaching methodologies are also incorporated in the study and development of ESP.

Using Multimedia in the Effective Teaching of Language

U. Pushpalatha

Introduction

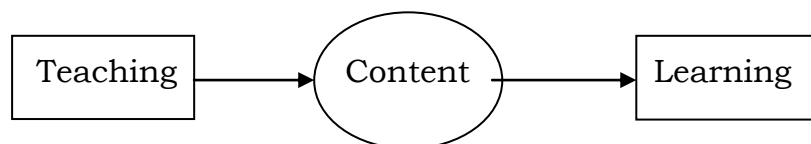
Learning is a life long process and everyone learn something on their day to day life. Learning is a sort of gaining knowledge which induces with interest. Teaching and learning plays a vital role in the learners as well as the instructor's life. Teaching is the profession of not only sharing the knowledge to the learners but to evoke their interest and to make them confident and mould them to face this competitive globe. Especially the L1 learners find difficult to learn L2. From this, it is understand that interest and encouragement is indispensable to learn a new language. This must be deeply rooted by the teachers.

Communication

Communication is two-way process. The communicator and the receiver play the role and the communicator should converse clearly and it must be able to understand by the receiver. Communication is one must observe and to respond to the other. So, listening plays a major part in it, as the delivery. For effective communication confident, dialogue delivery and clear knowledge is must. If one must communicate effectively, he/she must know the vocabulary, grammar, sentence construction and pronunciation. For L1 learners they feel quite difficult to learn the above, especially grammar. Above all grammar is leading the prior part rather than vocabulary and the other. The classroom teaching makes the learners to feel quite difficult to listen on the whole hour. There is also a survey that maximum 15 to 20 minutes only one can concentrate actively. To eradicate this problem e-learning and vision learning is must. Learners like to listen and see the audios and videos without any distraction.

Content

Content is the bridge to connect the teacher and the learner. The teacher ought to describe the content clearly and precisely to the learners, and also they must learn the content exactly without any divergence and disruption. The teaching-learning process get confuse or it indulges in dilemma when there is a lack on any one of the side.



This problem will be eradicated in the e-learning process. E-learning is an effective and efficacious tool to teach and to learn the language. The teacher becomes a successful teacher when the learner understands what he/she teaches. Visual teaching and learning is very effective than the classroom.

Cognitive Strategy

Multimedia is also called as Electronic media. It includes animation, videos, audios, images, text, and pictures, interactive and so on. These entire grasp the attention of the learners and it arouse the interest and also it attracts the learners to

show interest to learn. It also kindles the curiosity to learn the target language. The visual learning makes them to remember the content for a long time. It is known as cognitive strategy which comprises mental process and the human psychology. This strategy fulfils the need of the learners' expectation by stimulating interest on them.

Grammar

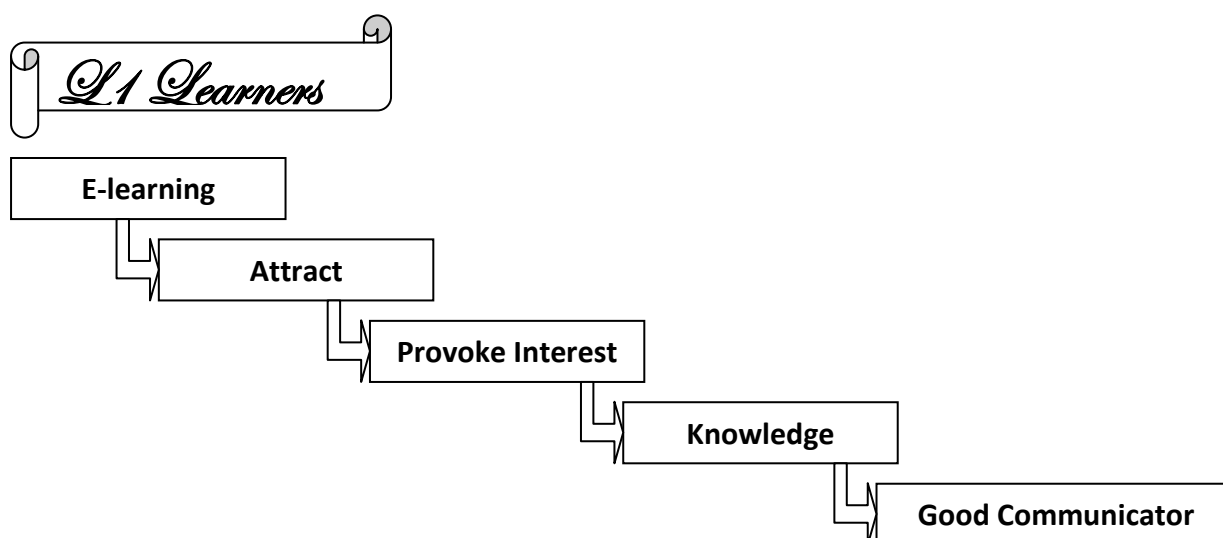
Grammar can be taught easily using visual aids and audios. With this they can keenly observe the expressions (while talking), postures, gestures, hand movements and attire and so on. The learners follow what they have learnt from the visual aids. This will give confident to expose. The learners will observe the audio and videos keenly and they will practice it when it is needed. The visuals can play twice to get the context on the whole and the learners too feel joy in learning. On visuals, they get the subtitles to understood better and also learn new vocabulary, and its pronunciation. A new word and its pronunciation can easily be taught with the help of visuals.

Audio

Listening audios alone make the learners to concentrate more and they keenly observe it without any distractions. Communicating in target language with the sentence construction is more important as pronunciation stress and intonation. The learners can listen the audios cautiously and carefully to learn the pronunciation, stress and tone. Listening is of two types. There are pre-listening and post-listening. Before listening the audio, the teacher must give a brief description of the audio to the learners, to make them prepare mentally and they capture the content successfully. The same audio should replay to listen the pronunciation, stress and tone. It gives the pleasure of learning and also provokes interest among them. Post-listening is for the advanced learners. First, the learners listen the audio initially then the questions must ask by the teacher to test their listening capability. After questions asked, the audio must replay to get the content in a lucid perspective. Later, the second listening session, the learners get familiarity on the audio.

Interaction

E-learning unites the teacher and learner with interactivity. After seeing the visuals or audios the teacher asks the questions to find their listening and observing ability. The questions must ask to test their observation of the content, pronunciation, vocabulary and spelling. The L1 learners find difficult to learn all these, but through e-learning they will attract first, then show interest, later gain knowledge and shape themselves as a good competitor.



Responsibilities of the teacher

- ❖ Be aware of the e-learning equipments.
- ❖ Display the videos and audios which are useful for them, particularly, take contemporary issues which makes them a updated.
- ❖ Learn to use the advanced equipments and must know the recent technologies.
- ❖ Be biased when asking or posing questions on the learners.
- ❖ Encourage them when they are trying to tell the answer.
- ❖ Profoundly uproot the confident to learn L2.
- ❖ Guide the learners when they are deviating from the margin during the time of interaction.

Learner's Responsibility

- ❖ Utilize the method of e-learning.
- ❖ Keen observance is indispensable.
- ❖ Recall the audios and videos through visualization.
- ❖ Learn the sentence structure, tone, stress, vocabulary, and pronunciation and practice it every day for their remembrance.

Conclusion

E-learning is must to improve the standard of both teachers and the learners. Particularly it will very useful for the L1 learners. Through this they can learn with interest and also they feel comfort to learn and use their target language.

Influence of Technology on Language Learning

Hannah Dharmaseelan

Introduction

Education at present must provide the quality and creative innovation among the students. There is a need to improve employability skills of the learners and the learning should be student centered. Most of the learners are first generation learners and the classroom learning should be interesting. Progressive method of teaching and learning situation will provide ideal environment for effective learning.

Teaching English gives special emphasis on the needs and capabilities of the learners to develop the language. In higher education the medium of instruction is English and it continues to be the language needed for career in business and other professions. There is a need for fluency in English. The students started to show interest in acquiring language skills to find a better job. It is also necessary for many students who like to continue their study overseas.

Everybody considers knowledge of English as an important requirement to attain career prospects. The English speaker gets courteous responses in many situations than does a speaker of a native language. Most of the skilled workers who are proficient in English enjoy the benefits of good jobs in Multinational Companies. Online education enhances accountability in providing quality education.

Place of English in curriculum

English language should be given adequate importance in the curriculum. Students should learn English and develop the communication competency. English is an international language, a link language and is essential for the rapid progress of science and technology. The general aim of teaching English is to develop certain abilities, skills, attitudes and interests through language teaching. The students must acquire a working knowledge of English for all purposes and prepare themselves to get the benefits of higher education both technical and professional.

Technology in education

Technology based education motivates the learner's attitude and interest which are vital for learning. Ideal learning environment helps the learners to acquire knowledge through critical thinking. Education becomes meaningful and the learning process develops confidence and self esteem in the learners. This helps them to overcome being ego centric. Technology enhanced learning gives an easy access to web sources and the learners can easily use these resources to enrich their knowledge. E-learning is playing a vital role in supplementing face to face learning in the classroom. Computer based communication has improved language achievement. Personal computer with internet has brought out changes in the learning process. The electronic communication and digital networking motivate the learners and this has a tremendous effect on their attitude and interest in learning the language. This kind of increased motivation results in good quality of work and improvement in learner's attitude towards learning.

Factors influencing academic achievement

Academic achievement is of great importance particularly in the educational context. Education has always been concerned with the prediction of academic

achievement. It has probably received more public attention than any other single problem in education. Now-a-days academic achievement of students decides their future. It is assuming greater importance and is designed to identify the outstanding talents of the students.

Attitude and academic achievement are both identified as important aspects of student's performance in the classroom. It determines the learner's interest in learning the language. E. learning motivates the students to find English useful in their daily lives, and students are more likely to consider it to be a creative subject and indulge in various literary activities. It is also possible that the more confident a person is, the better is his / her performance in English language achievement.

Attitude of the learner plays a critical role in enhancing the academic achievement. Learning which is accompanied by specific attitude is meaningful, pleasant and impels one to continue the learning the language. A person having a positive attitude towards English will try to achieve his / her goals and overcome all obstacles; but one who has a negative attitude will try to avoid it. Negative attitude surely hinders the effectiveness of learning. Many Psychologists have attempted to explain the achievement behaviour in terms of the attitudes which the school pupils develop toward the subject (courses), school, teachers, education, and peers and toward him-self.

Interest and academic achievement

Interest is acquired by the individual and everyone possesses certain interests. If a student has an interest to learn English, he takes efforts to learn it well. A number of studies were conducted regarding interest and academic achievement. Factors such as academic climate, e-learning resources, teacher's interest and interaction have a direct impact on the interest of the learners towards high performance in the language. E-Learning creates an environment which increases the eagerness and willingness to learn and achieve the goals. Different situations in the classroom learning and teacher's motivation also improve learner's performance.

New technologies offer many innovative ways to improve the learning of the language. Our education system must aim at holistic approach and promote critical thinking. E.pedagogy and out come based learning in the curriculum encourages freedom of expression and ensures effective learning.

In blended learning teachers and students interact freely in the classroom. This form of interaction helps the learner to develop specific learning activity. Such an interaction encourages competitive atmosphere in the classroom. Using e-learning in the classroom along with traditional learning creates simple, motivating, interactive and learner centric environment. This kind of increased motivation results in good quality of work and improvement in learners attitude towards learning. Technology rich environment in the class room with the traditional teaching is widely preferred now.

It is even more important for the well being of individual and of the community than a mere cultivation of intellect. Industrial advancement cannot ensure real happiness and prosperity to society. Cooperation, fair dealings, loyalty should be taught and formation of character of youth must be one of the principle objects. The Philosophy of lifelong learning and the vision of learning is dependent on teaching for democratic living by learning to know, learning to do, learning to be and learning to live together.

Technology enhanced learning improves the efficiency of the learners. They understand the concepts better and retain them longer. Technology in the classroom provides easy access to various web resources for the present day learners.

Learning has become a source of burden and stress on students these days. Learning has become an isolated activity, which does not encourage children to link knowledge with their lives in any vital way. There is no creative thinking and insights and vital dimensions of the human capacity to create new knowledge is bypassed. So learning situations should be encouraged to enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizens. Various multimedia software should be used in learning solution so that it is relevant to changing needs and the personal needs of the learners.

Technology can be useful in linking work experience with academic subjects. Students learn new basics and that helps them to use technology to communicate ideas and information orally as well as in writing. Using Information Technology in classroom learning is accomplished through creating opportunities for meaningful interaction, providing students the roles for their own social, cultural and linguistic exploration. Education should provide more time for learning through electronic media. Universalization of education mostly motivates people to participate in educational activities. An active learner traverses the complete learning cycle. Computer based communication has revolutionized life of our knowledge society and knowledge economy. Personal computer with internet has brought out changes in the society. The electronic communication and digital net working are transforming the way of work. This transformation has a tremendous effect on the need and opportunity to learn.

In using technology in the classroom both teachers and students construct knowledge collaboratively and the student is an active partner in this process. The teacher has to assume his new role as guide and direct the process of learning. The competitive atmosphere in the class room gives way to one of co. operation and collaboration. Can machine replace teacher? No. it cannot. Educational technologies can never replace the teacher in the class room.

RCET research has revealed that using technology in language learning has developed a deep understanding of key concepts, as the learners were able to elaborate on specific concepts and make connections between concepts. Classrooms universally note very high levels of motivation among all their students. This increased motivation and engagement results in higher quality of work and more complex student thinking. Further, teachers are consistently surprised at the way in which they can work with individual student or small groups. Because learning is more individualized and students can make choices, they tend to be more engaged and more responsible for their own learning.

Teachers reported that the technology rich environment seems to move class room culture away from the traditional and instructional model of teaching and learning and closer to a "learning community" model. Classroom culture grows more collaborative and the learners are exposed to technology-rich environment. Technology in language learning enhances learning experiences and supplements classroom teaching.

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The Role of Formal Instruction in Second Language Acquisition

Ravi Bhushan

One of the traditional purposes of language teaching has been to teach the formal systems of a second language (L2), grammar in particular grammar and phonology and lexis in general. In many instructional methods an assumption is made that focusing on linguistic form aids the acquisition of grammatical knowledge. In deductive methods such as audio-lingualism (habit forming), the purpose of the practice provided is to focus on specific linguistic forms, which the learner is encouraged to induce and of which ultimately he will form a more or less conscious mental representation.

Another assumption of formal instruction is that the order in which grammatical features are taught will govern the order in which they are learnt. Language syllabuses are organized in such a way to facilitate the correlation between the teaching order and the learning order. However, both of these assumptions can be questioned in the light of what is known about naturalistic SLA, where learners follow a natural acquisition route as a result of learning how to communicate in L2.

The role of formal instruction in SLA can be understood by seeking answer to two questions; does formal instruction aid SLA? And what kinds of formal instruction facilitate SLA the most? In both the questions there is an assumption that all types of formal instruction share certain basic premises and is in general facilitative and varies. Ellis (1984) considers some of the major dimensions of variance of formal instruction. Consciousness-raising can vary, depending on both the degree of explicitness with which a rule is presented and also the degree of elaboration involved (Sherwood-Smith 1981). The practicing of a grammatical structure can also vary according to the intensity of the practice and the particular techniques used, the nature of the target rule is also potentially a significant factor.

The instructional goal can be rule internalization or formula memorization, the latter posing a lighter learning burden than the former. But even more important is the learner's perspective; what is intended as an attempt to practice a grammatical rule by the teacher may be seen as a cognitive puzzle by the learner, requiring not language learning strategies, but procedures for getting right answers (Hosenfeld 1976).

Attributes of Formal instruction

The two critical attributes of formal instruction are; selection of specific grammatical features for the learner's attention, and this attention is manifest in a focus on the formal characteristics of the grammatical features. In terms of these two attributes, formal instruction is taken to include the instruction that results from deductive methods such as cognitive code, inductive methods such as audiolingualism, and also, instruction based on notional/functional materials where specific linguistic means for realizing various speech acts or semantico-grammatical categories are introduced and practiced. It is not taken to include instruction where the learner is encouraged to engage in natural communication using whatever linguistic resources he possesses (as illustrated in the Bangalore project, Jhonson 1982).

The role of formal instruction in SLA must be considered separately in terms of its effect on route of development (i.e. the general sequence or specific order of acquisition) and rate of development (i.e. the speed at which learning takes place) or the success of

development (i.e. the proficiency level finally achieved). It is an important distinction when considering formal instruction because it is possible that instruction may determine both route and rate/success, or just one of these.

Route of SLA

The route of SLA means a general sequence of development and the order in which specific grammatical features are acquired. The evidence for the reported universality of the sequence and the minor differences in the order came from morpheme studies and longitudinal studies.

Morpheme Studies

Fathman (1975) used an oral production test to assess the grammatical knowledge of 200 children aged from six to fifteen years, from diverse backgrounds. Some of these children received language instruction, while others were placed in normal classrooms. She found a highly significant correlation between the morpheme orders of the two groups of learners and concluded that the order of acquisition remained constant, irrespective of instruction. The study concluded that where spontaneous speech is concerned, formal instruction does not influence development. The formal instruction does not alter the order of acquisition of grammatical morphemes when the learner is engaged in language use and is focused on meaning. In general, formal instruction does not appear to have any marked effect on the morpheme order reported for naturalistic or mixed SLA.

Longitudinal Studies

Among longitudinal studies Felix's study is of particular interest, because his subjects were pure classroom learners; they were entirely dependent on formal instruction for L2 input. The grammatical structures that Felix studied were negation, interrogation, sentence types and pronouns. For each structure, parallels were found between tutored and naturalistic SLA. For example despite daily drilling in negative elliptical sentences (e.g. it isn't) during the first few weeks, the pupils were not able to produce correct sentences using 'not' or 'n't', while the few spontaneous negative utterances during the period contained the no operator (e.g. it is no my comb). When main verb negation was introduced (e.g. using don't/ doesn't) many of the children's negative utterances had the negative auxiliary external to the rest of the sentence (e.g. doesn't she eat apples= she does not eat apples).

In other words the children used the highly practiced 'don't/ doesn't' in an identical way to a naturalistic learner's use of no. Felix concluded that tutored and naturalistic SLA involve the same learning process that.....the possibility of manipulating and controlling the students' verbal behavior in the classroom is in fact quite limited'(Felix 1981: 109). In a classroom where the instruction is very formal, learners are constantly being forced to produce structures they are not ready for. Felix suggest that they solve this problem either by selecting randomly from the structures in their repertoire, irrespective of syntactic or semantic appropriateness, or they follow the same rules that characterize the early stages of naturalistic language acquisition.

These studies however were of either pure naturalistic SLA or mixed SLA (i.e. where there was both natural exposure and instruction). Taking both these studies together, it can be construed; instructions does not circumvent the route of naturalistic SLA; if classroom learners are required to produce structures beyond their competence,

idiosyncratic forms are likely to result; the distorted input may prolong certain stages of development and slow down the emergence of some grammatical features; classroom learners are able to make use of knowledge acquired through formal instruction when they are focused on form.

Although formal instruction may develop L2 knowledge, this knowledge manifests itself in language use only where the learner is attending to form. It does not affect the natural route of SLA which is evident in communicative speech.

Rate of SLA

The studies about the role of formal instruction in deciding the rate of SLA are divided as those that show a positive effect, that are ambiguous, and that show no effect of instruction.

Long (1983) discusses six studies that show a positive effect of formal instruction. Two of these compare the effect of different amounts of instruction on students who have received the same amount of exposure. Four others investigate the relationship between different amounts of instruction and exposure and the students' proficiency levels. Altogether the studies cover children and adults, a range of proficiency levels, and different target language. Also the tests used to measure proficiency level were both of the discrete point (e.g. multiple choice) and integrative (e.g. cloze) types. The procedure adopted by Krashen and Seliger (1976) and Krashen, Seliger, and Hartnett (1974) was to match pairs of students who had the same amount of exposure but different periods of formal instruction (i.e. to hold the exposure factor constant in order to gauge the effects of the instruction factor).

Both studies found that those students with more instruction scored higher on proficiency test than those with less. However, as Long points, it is not possible to be sure that it is instruction per se that is having the effect, as, presumably, those students with more instruction experienced more over all contact with the L2. Thus the results obtained could be explained in terms of the amount of total contact (i.e. total instruction time plus total exposure time). In order to claim a positive effect for formal instruction, it is necessary to show that when students are matched for instruction, it is necessary to show that when students are matched for instruction but differ in exposure (i.e. the instruction factor is held constant in order to investigate the exposure factor), there is no corresponding positive effect for exposure. In both studies this was in fact found to be case, suggesting that the positive effect observed for instruction was not just the result of more overall contact time.

However, a study by Martin (1980) did find a positive effect for exposure when instruction was controlled for. In conclusion, therefore, the studies by Krshen and Seliger (1976) and by Krashen, Seliger, and Hartnett (1974) suggest that instruction is helpful but the evidence is uncertain. Taking all studies together Long argues that second language instruction does make a difference in acquisition for children, adults, beginners, intermediate and advanced learners and on integrative performance (communicative performance).

The empirical research into effect of formal instruction on SLA indicates that it hardly affects route and relatively affects rate of SLA. In the light of such findings there are three possible explanations; non interface position, interface position and variability position.

Non Interface Position

Advanced by Krashen, it identifies two types of linguistic knowledge in SLA. The first, acquisition occurs automatically; focus is on meaning and has comprehensible input. The second, learning consists of formal study, focus is on formal properties of L2. Krashen argues that two knowledge types are unrelated and entirely separate and further disputes the logic that learnt knowledge is converted into acquired knowledge.

Interface Position

It states that although the learner possesses different kinds of L2 knowledge, these are not entirely separate, with the result that 'seepage' from one's knowledge type to the other occurs. There can be weak and strong interface positions. It assumes that L2 knowledge can be dichotomized as 'acquired/learnt' or 'explicit/implicit'.

Variability Position

It treats the learner's knowledge as variable and focuses on inter-language. It emphasizes the interrelationship between use and acquisition. This position recognizes different styles determined in terms of its analysis and automation.

Language Pedagogy

Looking at formal instruction from a learner's perspective, if instruction is based on sound syllabus and employs motivational techniques acquisition will occur. It must be recognized that teaching is not same as learning. While devising a teaching programme it is important the teacher ought not to feel obligated to account for non learner factors along with the learner factors. Brumfit (1984) points out that even if learners do follow a fixed route the teacher ought not to feel obligated to ensure that his teaching also follows it. He further argues that language teaching will be most successful when it follows a well worked out plan which directs and organizes what the teacher does.

The code communication dilemma in language pedagogy (Stern, 1983) raises key question; to what extent should instruction be directed at raising learners' consciousness about the formal properties of the L2 as opposed to providing opportunities for them to engage in natural communication.

Conclusion

To conclude, studying the role of formal instruction in SLA is important both for developing a theoretical understating of SLA and for language pedagogy. In the case of the former, it can shed light on how differences in environmental conditions affect SLA. In case of latter, it can help to test basic pedagogic assumptions such as whether the order in which grammatical structures are presented corresponds to the order in which they are learnt.

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How about a Trip to England to Learn English Intonations?

Dr. R. Srividya

Sounds make language. That doesn't stop the linguistics teacher in an undergraduate Indian classroom from turning into a clown in a circus when a drill of words made to elicit sounds like /3/, /ə/, /æ/ evoke peals of laughter. Teaching intonation of English is tough initially and it is often viewed as a joke session. The reason is simple. Students consider it to be of little practical use for daily commerce. The student point of view is simple and straight. Within India, Indians need no more than Indian English in order to be intelligible to each other. I daresay, it is a sort of counter linguistic discrimination that comes out of localizing a foreign language; something peculiar to India and English. More than a three hundred long years of stay in India has made English another Indian language that ought to be spoken with regional flavours to gain acceptability, this applies even to educated Indian society! I wish to emphasize here that the question of inadequacy never troubled us, until the entry of BPOs in India.

It is undeniable that the BPOs were a godsend for the unemployed graduates. An offshoot of globalisation, it had lit the homes of thousands of jobless Indians. Honest and talented nevertheless, the trouble for educated young Indians was the task of being intelligible while doing business with foreigners speaking their own tongue. These employees were people who came from good schools, knew and spoke English, but still were considered inadequate for the native speaker whose voice trailed down the telephone in American dialect. Despite several repetitions, they were still not able to fathom what was being told. The BPOs began to conduct a six months training for new recruits to spruce up their standards. Employers from IT firms sent desperate feelers to educational institutions that our youth were woefully inadequate in their communications skills, in etiquette, in soft skills and would something should be done to set it right. Early 2000s saw the use of the term communication as the focus of learning. Young English teachers from America were invited to Gujarat, Rajasthan, Gurgaon to teach "spoken English" to students. Kerala goaded their own teachers to invent hi tech aids to acquaint their students to native varieties of English, via multi media. Government colleges in Tamilnadu began opening language labs in 2007 for the same purpose. We don't know if there has been welcome the results in these attempts at "improving" intonation. As far as I can see, Indians still seem to be talking the same way amongst themselves and with foreigners. The saving grace is that there are triple the more speakers, which means that young Indians have given up the laid back attitude of the previous generations and are anxious to get global. Language labs are to be introduced in the corporation schools this year. The question is that teachers are to be self-motivated to use these facilities.

Recently, a lecturer confessed during the plenary session of a seminar that he had the occasion to converse with an American during a bus journey. Both of them were speaking English, and very good English judged by their own standards; yet neither could understand the other. This is reason why I suggest, English teachers of Asian countries should go right to England for at least a month's observation of how language is taught there. Maybe, as a sidetrack, we could also get to understand what it means to a native speaker to have to watch his mother tongue being mutilated. It would help us in being sensitive to the process of language teaching; whether it improves our teaching techniques, using hi tech aids or creating games to increase the student's awareness level in valuing pronunciation in language learning. A part of the deficiencies of the students are what has been transferred to them from the teachers. Teachers are imitated when admired and mimicked when mocked. Either way they are followed. Therefore, the

model must be accurate in order to be an effective transmitter. If you tell a teacher that has an execrable pronunciation of English (in spite of being a good writer/ researcher/ teacher), it is going to be disastrous. But if you suggest that going abroad can help improve intonation and if the university is spending, would one be willing to take it up, there would be a beeline. Anyone would openly admit of being poor in pronunciations without batting an eyelid. Indeed, how better could we learn to speak a language with the right pronunciation except with hobnobbing with the natives?

What if Indian teachers get an opportunity to visit England to study native speech forms? Could that help in bettering the teaching standards of English language in India? Surely it is a valuable turning point for Indian ELT specialists, who have so far concentrated only on teaching grammar, vocabulary and conversations. Pronunciation or intonation is rarely attempted at, as long as there is intelligibility within the group. Apparently, the apprehensions are that- Any step towards teaching or learning RP may lead to total loss of communication within the closed Indian groups. Therefore it has always been relegated to the end, as a last priority.

Having said this, if I am asked what I would do with my knowledge if I am sent abroad to get the real feel of the language, I draw a line somewhere in between. I wouldn't for certain talk to my friends and colleagues in the acquired accent. I would have to keep both the codes, the Indian one and the British/ American one. Indians speaking RP accent are rarely accepted into Indian groups. There are three kinds of Indians who have trouble mingling with each other-

1. English speaking Indians who keep away from vernacular speaking Indians, simply for the desire to speak English with others who speak it.
2. Vernacular groups who think the English speaking groups are snobbish.
3. Heavily accented English speakers who will speak with anyone except those who feign an affected style.

There is an artificial attempt towards preserving their Indian-ness that makes it difficult for the average English teacher to easily take to western pronunciation. That is not all. One is comfortable only with that which one is used to right from childhood because again, British style invites jeering remarks. Again, it is all these put together, that make it difficult for one to show to use RP English pronunciation in India. However, once in the language labs, one is on the lookout for as many taped voices of British/American and Australian speakers.

Here I would make an autobiographical input to say that I practiced Flash Programming during the days when I was doing research. The greatest hazard was to find native speakers to do the voiceovers for the text. Invariably I used my own voice and the voices of my friends. It either carried heavy Indian accent or it showed an affected style. We do need to keep in mind that there might have been extraneous contributing factor that must have added to the chaos, like an inadequate audio quality. It only serves to mollify our anxieties, that there were indeed extraneous factors; as it absolves one of being entirely responsible for the chaos oneself. The sum total zeroes in on the fact that language labs in India are hungry for the voices of Native speakers (or at least Indian voices that are trained by the native speakers) for here in the language lab, *the voice becomes a rich source of teaching material.*

That was when I considered suggesting to Indian Universities about sending English teachers to stay for a fortnight in England. One might pick up a near native slang which would solve the problem of having to look elsewhere for voices to design multimedia language teaching CD. One could use one's own voice for that purpose. This

time it would be one that has been improved after constant communication with the native speakers. Besides, one could also record voices of native speakers and play it to the ESL learners or incorporate as many native voices as possible in order to be put to later pedagogic use, in classrooms. Keeping in touch with the native language speakers can help us relate to them later through Skype. Our formal or informal conversations with them could be put on a display to the students later via projector.

Through such activities, the issue of proper pronunciation would be taken care of by the time the students are out of college. One need not shed the local Indian variety of English speech, even if one is trained in discoursing in the native variety. Most Indians are invariably polyglots with expertise in code switching. If language shifting is done almost every hour, so can dialect shifting be done- between the native variety and the Indian English; in order to ensure clarity of speech within both speech groups. While the native code would help them in their career when they are expected to communicate with native speakers, the regional code could still be retained for communication with other Indians.

It is doubtless an asset for universities to stay in touch with the source country and plan study tours or vacation tours for faculty development. In ELT parlance a visit to the country of nativity is part of 'Immersion technique'. After all, any language is more closely related to the country of its origin than to any other. The immersion technique is one that is popularly used by the teachers of several language teaching schools that teach classical languages of India. They take their students for a ten day camp and the students are expected to speak the target language alone 24X7, right from their morning prayers to their dinner time. Every one returns with improved abilities. That has been their language learning technique for the past so many decades. It is high time our Indian universities thought of investing on this.

It is possible that, upon return from a tour to the land of native speakers, we may discover more sensible uses that our knowledge could be put to, than those that are mentioned above. As far as English language is concerned, the concept of standard variety changes every decade, as and when new life styles are acquired. Therefore it is upto us to keep ourselves abreast with the latest trends; so a tour would be one way of doing it. I request those who appreciate this stand point, to forward this article to your respective universities/ to the UGC/or Directorates for appropriate action.

Mobiles Are the Wings Wherewith We Fly To Classrooms: Strategies for Improving Speaking and Listening Competencies Using Mobiles

Dr. D. Bellarmen

Introduction

English language teachers adopt various languages teaching methodologies e.g. Audio Lingual Method, Direct Method, Grammar-Translation Method, Community Language Learning, Natural Approach, Total Physical Responses, Communicative Approach, etc. But what is more important for teachers is to think what the most appropriate approach to teaching the language in that particular environment is and what activities are suitable for a given group of learners. The methods in English classroom link the thoughts and the actions of the teacher. As Freeman in “Techniques and Principles of Language Teaching” points out, there is always a ‘thought-in-action links.’ The author continues that as a teacher of language, he has thoughts about the subject matter – what language is, what culture is – and about the students---who they are as learners and how they learn (37:2000). Hence, it is important for a teacher to become aware of how his thoughts guide the actions in the classroom. This awareness examines what is to be done differently so that the learners can perform better in their communicative English.

Acquiring English language is undoubtedly a result of exposure and practice. Teaching and learning become a hard task unless we choose the suitable material for practice. A constant effort is required to produce and manipulate the materials in accordance with the interests of the learners. Otherwise it becomes frustrating and demotivating for teachers and learners as well. An agenda for exploring and supporting classroom management is the need and mobile learning unveils alternative ways of learning, which can be highly helpful when educating students. Teaching and learning through the ML (Mobile Learning) optimizes the learning experiences for students and teachers alike. As Gibson says the future is already here-it’s not very evenly distributed, teachers need to design strategies using mobiles and distribute them to the teenagers who love working with their mobiles.

Mobile learning like CALL (Computer Assisted Language Learning) can be very effective tool in teaching-learning process. Though technology in the field of ELT is the most explored one, there is always a search for strategies in order to satisfy learners’ needs. Mobile learning paves way for a unique bank of resources at fingertips and moves students towards language fluency in English. In today's world millions of students use mobile phones and readily available tool for improving the language. Teachers today, need to technically equip themselves to considerably fulfill the demands of the learners. The students come up with great expectations and experiences and the teachers are expected to facilitate and support teaching to their satisfaction.

Teaching ‘Speaking and Listening’

Speaking and listening skills are perceived as vital communication during interview and the importance of these skills cannot be underestimated in the present globalised job market. The employers consider that speaking and listening abilities are the measure of knowing a language and fluency is meant as the ability to converse with others that involves both the speaking and listening skills.

The teaching of English as a second language in India has witnessed a lot of changes over the years as it requires planning, monitoring and assessing pupils' development as speakers and listeners. However, it has failed to develop the speaking and listening competencies of the learners both at secondary and tertiary levels. The reason for this is due to the fact that from the lower classes onwards we test the learners' language proficiency only through conducting written examinations. Despite the importance given to speaking and listening skills the teaching of such skills is least developed.

Only very recently the CBSE schools and the higher secondary schools of the state boards have introduced practice in oral communication. Universities and autonomous institutions introduce books for developing the communicative competency of the learners. The recent boom in the globalised job market in India has led to issues and concerns for the pedagogy involving speaking and listening skills in colleges. To enhance the status of speaking, the teaching profession needs to address these issues along with acknowledging the classroom procedures which foster interaction.

Speaking and Listening through MALL

Mobile Assisted Language Learning enhances collaborative, co-operative and active learning. The learning optimizes interaction among learners and critical components like speaking and listening can be effectively done using mobiles in classrooms. Pictures and photos are wonderful things to share among friends. The students capture photos of part of their homes, colleges or the places they have visited and they can share the pictures with other friends for describing, narrating, etc. Different pictures of streets involving parts which students like or do not like can be considered for learning expressions of comparison and contrast. In a pair work two students can work on a short movie clip. One student plays the movie clip in mute mode and the other one plays voice recorder in which the two students have already dubbed their voices. This activity also enables the students to pick up pronunciation and phrases of day to day life. Students can use mobile camera to record role plays and when the same is played back it is real fun for the students.

Conclusion

Mobile learning is experiencing exponential growth as it is an effective platform for teaching-learning process. Bill Gates says "Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important." As the saying goes teachers need to successfully integrate mobiles and strategies in teaching and learning processes. Mobile learning proves to be a student-centered teaching. As mobiles are easily accessible, all students can be exposed to technical advantages in learning the language. The students who do not have exposure to sophisticated technology can have their access to mobile learning. However, teachers should be careful that mobiles are used in classrooms with utmost safeguards. Students are generally more excited to use mobile phones and they should be kept under control.

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Reader Centered Approach In Teaching Literary Short Stories In The Second Language Classroom

V. R. Jeyasala & Dr P. Vasudevan

Literature has been widely accepted as a motivating material, an access to other cultural background, a resource for language acquisition and a medium to expand learners' language awareness. Lazar (1999) supported that it has also gained reputation to have a wider educational function that may trigger critical abilities and increase emotional awareness that would assist in educating the person as a whole. Being an important component in curriculum, it is mostly taught by following traditional approaches which are teacher- centered without giving importance to students' participation. Even Stern (1987) emphasized that traditional approaches are still being followed in literature teaching due to lack of interest, scarcity and insufficiency of materials and deficiency of teacher preparation. Often teacher just comes, narrates and paraphrases the literary text without students' participation.

Mostly teacher- centered activities like giving background information about the writer and the literary work, loud or silent reading in the classroom and comprehension questions about the text are still followed by teachers in teaching literature. In this process, teachers learn a lot whereas students learn little and are not actively involved. Teachers have placed much stress on getting meaning from the literature alone and too little on developing students' literary skills. Therefore, scholars and theorists discard traditional approaches to teaching and studying literature and they all agree that the teaching of literature in the twenty first century needs to be student- centered which involves students actively in the process of understanding a literary text and helps them develop their literary as well as their language skills. Keeping the above said views in mind, the researcher considered that it is appropriate and purposeful to call for Reader-Centered Approach using short stories.

This is the rationale behind advocating **Reader-Centered Approach** which can otherwise be called as Reader Response Approach. It is the best and appropriate approach because it aims at eliciting learner responses. Reader- Centered Approach based on Reader Response Criticism emphasizes the individual as a reader responder. It also emphasizes the reader as a key element in the understanding of a literary work.

In this approach, students are actively engaged in reading, discussing and constructing meaning. This helps students in higher level thinking and reflection by encouraging collaboration and construction of meaning with other readers. Their discussions may be related to characters, setting, plot and author along with connections to students' experiences. Collie (1987) claims that by trying to put learners themselves into the position of different fictional characters, they may also advance their sense of empathy and their ability of changing perspectives. According to Showalter (2004) this gives them practice in making attempts to exploit available resources for creating new structures and patterns. This practice fosters creativity in them and motivates them to work for change.

Objectives of the Reader-Centered Approach as suggested by Purves, Rogers and Soter (1990) are:

- To encourage individual readers to feel comfortable with their own responses to a literary work
- To encourage readers to seek out reasons and thereby come to understand themselves better

- To encourage readers to recognize ,in the responses of others, the differences among people and to respect those differences

Carter (1991) supported the idea that Reader- Centered Approach justifies the necessity of reading and teaching literature in the classroom. If the teacher successfully puts the objectives into action, the pupils might carry their enjoyment for literature and find pleasure in reading other English literary works on their own.

The role of teacher in this approach is entirely different from the traditional role of lecturers. Teachers will have no authority for every interpretation. There will not be much talking and lecturing by teachers. Instead teacher will serve as a guide and facilitator who:

- Plans for and creates a learning environment
- Fosters a wide variety of responses and queries
- Helps and guides students in understanding literary texts and construction of meaning
- Prepares strategies for enhancing responses

Above all, teacher has the responsibility of designing various task based activities or reader- centered activities which are regarded as highly significant in the promotion of literary skills and linguistic competence among students. On the whole, teachers' role in this approach is a dynamic one.

Reader-Centered Approach stresses the importance of learners' role in interpreting texts because all readers bring their own emotions, concerns, life experiences and knowledge to their reading. Each interpretation given by students is subjective and unique. This encourages students to be aware of what they bring to texts as readers; it helps them to recognize the specificity of their own cultural backgrounds and to understand the cultural background of others. In short, learners' role is a demanding one.

Having outlined some of the assumptions of the reader- centered approach, the rationale behind using short stories as literary texts in Reader –Centered Approach is explained in the following lines. Much can be said in favour of using short stories as a literary text. To mention a few, they aid the development of imagination, memory and moral and social traits and promote a liking for literature .Not only does it give them pleasure, but it helps students to clarify their thoughts and shape thoughts into language. In addition to this, reading stories provide a major route and an ideal way of understanding literature.

This can be promoted by designing various reader-centered activities like warm – up, follow-up and extended activities which include Problem-solving, Posing questions, Role-playing, Discussions, Creative writing activities, Prediction activities, Panel discussions, Debates and other related activities which involve students' participation.

While using short stories and reader-centered activities in this approach, students are:

- expected to state and defend
- expected to interpret and discuss in the classroom
- expected to foster a sense of exploration and discovery
- encouraged to go beyond obvious answers
- motivated to ask their own questions

The criteria for assessing and evaluating students' level of literary understanding as developed by Chris M. Workshop (2000) are:

- learner identifies with character and actions
- predicts outcomes based on insights or patterns of plot and character
- states and supports personal preferences informally
- expands comprehension by connecting characters and performances to models in other works
- expands comprehension by connecting story to themes of other works
- makes judgments based on knowledge of genre and the body of work of an author
- understands the story, its development and syntax

Method of using short stories in Reader-Centered Approach is discussed in the following few lines:

In order to teach short stories, the researcher followed the reader-centered approach by selecting literary short stories and preparing a lot of task-based activities:

Warm-up tasks: this was given to students before they were exposed to a text for the first time. These tasks helped them to encounter the theme of the story, naturalize different vocabulary and in one way or the other make them receptive to the text.

Global comprehension tasks: It was given to ensure that students would read and listen attentively and to evoke their personal responses or experiences of the text. This helped students to depend on their own resources rather than on the teacher to grasp the meaning of the texts. Some of the activities that had been used at this stage were summarizing, guessing the title, predicting the end of the story, grid completion, etc.

Local comprehension tasks: This was adopted to achieve as full a comprehension as possible and get to know the text well and to get as much pleasure and insight out of the text

Follow-up tasks: This task helped students to relate the content and theme to the world outside the text that is, going beyond the text, involved the students personally with the themes and topics. Students also compared and contrasted the theme of the text to their personal views of the everyday world. Few of the interesting follow-up tasks followed were creative writing, improvisation, character portrayal, comprehension questions, interpretation questionnaire, etc.

All these tasks and exercises were not given at the end of the text instead they were given then and there in between the text. Students who were reading the story had to break at one point of the text in order to complete the activities. After completing a particular activity they had to continue reading the next part of the story. This kind of practice was followed throughout the story. Pair work and group work were organized. In a reader-response approach classroom, attention was not focused on 'right' answers instead they were freely allowed to express their feelings and experiences. In this way the short stories were taught and learnt.

The result of adopting this approach in teaching short stories was beneficial and useful because it

- Allowed students to appreciate their imaginative and creative power
- Made students to measure how their response to story had varied at different situations while they were asked to suggest their own conclusions to stories or guessing
- Encouraged students to become participants instead of mere spectators in the second language classrooms
- Facilitated students to be aware of different ways of studying short stories and view the story in a different way
- Improved literary appreciation and cultural awareness of students
- Stimulated the creativity and literary imagination of students
- Helped to broaden their knowledge of the world and grow as independent readers

From the principles, assumptions and illustration discussed above, it is concluded that Reader-Centered Approach has got a great value, relevance and importance in the present context. So the present paper is an earnest attempt to emphasize the effectiveness and importance of this approach in teaching literature. Teachers of literature should not just confine themselves to teaching their pupils only the comprehension of the texts and giving those questions and answers. On the other hand, learners must be trained and practiced to learn and appreciate literature on their own. If students are taught the skills of self acquisition of knowledge through their own reading/ learning then the true objects of education can be realized. Developing responsive reading and literary appreciation of students are the dire need of this century as far as the teaching of literature is concerned. A teacher of literature subject should also be aware of and acquainted with a variety of techniques and activities so as to stimulate and motivate students' interest and develop their knowledge of literature. Other literary pieces like novel, drama, poetry and prose can also be taught using this approach by developing appropriate tasks.

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Direct Instruction for Tribal Learners

Ashitha Varghese & Dr. P. Nagaraj

Introduction

A large number of deprived groups of population in India remain unable to participate in the process of Country's development and has affected the country's pace of socioeconomic development. It is severe in the case of Tribes, who are socially and economically marginalized. The social deprivation of group is reflected in their educational backwardness. In spite of various initiatives taken by governments to overcome educational backwardness of tribal, a vast majority of tribal population in India remain outside the education system. Though children are getting enrolled in school, less percentage of students complete their schooling. The increase in number of drop outs is a major problem prevailing in schools of tribal areas. Survey of higher education in the country, conducted by Times of India (August 2012) reveals that the Gross Enrolment Ratio (GER) of Scheduled Tribes is deplorable at 4.4 percent. The result reports that Tribals are lagging behind in higher education.

Need and Significance of the Study

The study began with the problem of educational backwardness of Palakkad district in the state of Kerala. The district wise analysis of Kerala's literacy rate (2001 census) showed that Palakkad district has the lowest literacy in the state with 84.31 percent. The fact was acknowledged by the SSLC examination results of the past five years, where the pass percentage of district had been hovering around 85percent. The drop-out rate of ST students at high school level was found to be higher in the district. The lack of proficiency in English language was identified as a major obstacle to the education of Tribal learners.

Nearly six decades of development efforts could not yield an indelible dent in their conditions. The lack of proficiency in English language is identified as a major obstacle to education of Tribal learners. The inappropriate syllabus and teaching method of English develops a negative attitude in learners towards learning. The fear of learning a foreign language is one of the factors to stop their education because English language is a criteria rather than an option at higher level. It is clear that tribal learners are not motivated well. They have adjustment problems with school curriculum and teaching of English language. Though the Government can provide grants and scholarships for the betterment of learners, the responsibility of educational development are ultimately in the hands of experts and teachers.

Overview of Attappady

The study is carried out in Attappady, the most educationally backward tribal pocket of Palakkad District. Attapady is an extension mountain valley of seven hundred and thirty one in area square.km, lying at the Western Ghat ranges. It is located in the mid-eastern part of Kerala on the north-east of Palakkad district, adjoining Coimbatore and Nilgiri districts of Tamil Nadu. The population of Attapady consists of tribesfolk and non-tribesfolk. Attapady got its name from *atta*, the blood leach and *pad*, the habitation. The three major tribal communities of the region, namely, Irulas, Mudugas and Kurumbas, belong to the broad group of Dravidians. Though Tribesfolk constitute only 1.1 percent of the population of kerala state, 27 percent of population in Attappady is

tribes. (2011 census). The people live in an egalitarian community. The tribal settlements in Attappady are known as *Ooru* (hamlet). Each *Ooru* contains, on an average of 50 houses, densely constructed in rows and protected by a ministry consisting a head, known as *Ooru Moopan*. The economy is traditional in nature, depending mainly on land and forest. In spite of several developmental programmes introduced to improve the livelihood strategies, the plight of tribesfolk continue to be steeped in the morass of ignorance, illiteracy and poverty.

English Language Teaching Situation in Attappady

In Attappady, the government schools are situated far away from tribal hamlets. Hence as an initiative, Multi Grade Learning Centers (MGLC's) are introduced in hamlets for making the primary education accessible for tribal children. It was established under the supervision of SSA (SarvaShikshaAbhiyan) of Central Government with a subunit of Block Resource Center (BRC). In MGLC's, a single volunteer teacher teaches all the subjects. The first to fourth grade learners are accommodated and trained together in one classroom. Even though children are getting enrolled in schools, only a very less percentage of them continue their education. The increase in the number of drop outs is one of the major causes of educational backwardness.

The revised curriculum and syllabus is based on the newly introduced Constructivist pedagogy of language learning. It suggests that language learning is similar to the process of mother tongue acquisition. Noam Chomsky in his 'Criticism of Behaviorism' in 1957 stated that 'children must have an inborn faculty for language acquisition' In 1998, the Second Language Acquisition Programme (SLAP) was initiated by in Kerala. The theoretical origin of SLAP is derived from the Cognitive Theory of Language Acquisition based on Chomskyan School of Linguistics. According to the theory, a child is genetically endowed with the language system, known as Universal Grammar. Language acquisition is the unfolding of inner system. It is a non-conscious and non-voluntary process.

The current approach advocated in the curriculum is based on Chomsky's concept of innate language system. According to it, the environmental factors contribute to the process of language learning. The natural atmosphere for learning has to be made inside the classroom with less cause of fear and anxiety among learners. It works on the principle on 'Learning without Burden'. The concept suggests that learning has to happen without force or compulsion as a natural process.

The learning is considered as a cognitive process that can be facilitated by teacher and developed by peer interaction. It claims that a language system can be acquired through recurrence and not by repetition. The system has no concept of 'failure'. The errors are considered as an essential aspect of learning and therefore risk taking is encouraged. The role of teaching materials is minimal. The text book is flexible and designed in such a way that it can be used in variety of ways and for variety of purposes. The language learning is extended to the range of application and experience from the set of rules and practice. The focus is given to creativity and thinking skills with due importance to LSRW (Listening, Speaking, Reading and Writing) skills.

The possibilities of new teaching pedagogy and syllabus seem to have helped the above average pupils to work on their own and attain achievement, where as it is not effective to favour the learning needs of backward students. The introduction of uncontrolled vocabulary and structures in an unsystematic method of teaching leaves the weaker ones in a state of confusion and disorder. In notebooks, learners write medley

of words that do not even communicate. Ensuring the achievement of lofty objectives is difficult in a curriculum where learners themselves constructing the learning components with proper guidance from teacher. The evidence suggests that students of high school do not even have any command of structures which a learner of 5th grade should have obtained. It is found that problem cannot be treated by normal pattern of teaching and it requires special approaches.

The tribes live in a community where they have a mother tongue of their own, apart from the regional language of the state. The mother tongue of tribes is known as 'adhivasi basha' and it has no script. The children of non-tribal parents who are familiar to scripts and texts from their very young age through their family and culture have greater possibilities of acquiring a new language. The tribal learners who are less exposed to scripts and readings find it difficult. The problem becomes crucial when they enters into the primary education, where initial training is given on words and sentences through contexts rather than teaching through the set of sounds and symbols.

English is the language with more number of sounds than its symbols. Hence each symbol is used to denote more than one sound. The inability to read the texts is identified as a serious problem of tribal learners. The learners of 8th grade are not able to identify the alphabets and perceive the texts. The lack of training in 'phonemic awareness' and 'phonics' methods in reading are identified as the root cause of learning deficiency. According to the Report review research of 'National Reading Panel' on 'Teaching Children to Read', 'phonemic awareness', 'phonics', 'vocabulary', 'fluency' and 'comprehension' are identified as the five building blocks of any effective reading instruction. It helps learners' word reading and reading comprehension, as well as helping children to spell. Phonemic awareness is the basis for learning phonics.

At the juncture Direct Instruction approach developed particularly for the disadvantaged group of learners is found to be adaptable for teaching tribal students. The major goal of the Direct Instruction (DI) Model is to improve the basic education of children from economically disadvantaged backgrounds and thus increase their life options. It utilizes a tightly controlled instructional methodology and highly structured teaching materials. The model emphasizes small-group, face-to-face instruction by a teacher using carefully sequenced, daily lessons in Reading, Arithmetic and Language. Despite of twenty five years of research evidences, Direct Instruction method has not practiced anywhere in India. A careful review of early studies revealed that study had not been undertaken by any mainstream researcher in Attappaddy for a doctoral research. For above reasons, the researcher has undertaken study with an inspiration towards service and social commitment.

Objectives of the Study

- To investigate the educational backwardness of tribal children with reference to English language
- To understand the English language teaching and learning situation prevailing in Attappaddy
- To understand the English language learning problems of Tribal learners, with reference to reading achievement

Methodology in Brief

Both qualitative and quantitative methods were used for the collection of data. The pilot study was conducted to gather preliminary data by using qualitative methods.

A small-scale study was conducted among the tribal settlement at Anakkal, a rural-urban region situated nearby South Malmpuzha in Palakkad district. The tribal children had to face a lot of difficulties in education during the early years. They had to travel a long distance by boat and bus to reach the schools and colleges, situated in town. With the advent of new routes and transportation facilities, the access to education has become easier and available. From the interaction held with college students of hamlet, it was determined that learners had a positive awareness towards English language. The learners lived in a background that was favorable enough to adapt and nurture the language learning needs. From the inquiry, researcher concluded that tribal settlements of Anakkal are on the verge of modernization and language learning problems experienced by learners were limited.

The pilot study had been carried out in Attappady from October 2009 to August 2010. The objectives were framed in foreshadowing the research problem and generating the hypotheses. Field work is conducted during the course of pilot study by adopting a number of methods consisting of, 1) in-depth interviews, 2) expert interviews, 3) participant observation, 4) focus group, 6) training programs, 7) visual methods and 6) field diary.

From the findings of pilot study, it was found that English is the toughest subject for tribal learners. The learners had a fear and negative attitude towards English language. The unhealthy classroom climate and lack of motivation prevented the students from acquiring English language skills. Even though language plays a crucial role in child's development, the environment at home and hostels cause language deprivation in learners. The constructivist pedagogy is used to teach English language in classrooms. The pedagogy emphasized the learning through construction of knowledge. According to curriculum designers, students acquire language from surroundings by situational approach. On the contrary, students from backward families never had any facilities in their environment for acquisition of language and communicating English.

They have poor reading skills without explicit instruction. The low beginning reading achievement is identified as cause of language delay. The problem compounds itself as students find themselves increasingly behind their non-tribal peers in reading achievement. It was found that a remedial reading intervention is required to accelerate the learning of tribal students

To draw conclusions and validate the data gathered through pilot study, various quantitative tools are used. The tools used in the study are 1) Learners Achievement Test, 2) Questionnaire for Teacher, 3) Questionnaire for Parent 4) Questionnaire for Trainer, 5) Questionnaire for Administrator, 6) Questionnaire for Social Worker, 7) Questionnaire for Student. The primary data collected on the factors affecting the educational backwardness of tribal children are used to design and formulate the questionnaires. The institutions and individuals are visited in person by researcher to administer the tools. To prove the formulated hypothesis, an experimental intervention was designed for tribal students.

Based on the theory and review of direct instruction programs, a self-designed Direct Instruction Reading Intervention is prepared by the researcher to improve the reading achievement of tribal students. The format features of Direct Instruction approach is used to prepare the design. The intervention is planned for a time period of ten months. The intervention is designed to bring the at-risk tribal students to grade-level performance.

A group of thirty, tribal learners from GVHSS Agali, are selected for the experimental intervention. The Direct Instruction Reading Intervention is designed with an aim of improving the reading achievement of sample group. The focus is to improve the beginning reading skills of group, who are lagging behind their peers in English classroom. The direct instruction approach of reading is employed in intervention to improve the five reading components, namely Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension.

Based on the Direct Instruction programs as Reading Mastery, Horizons and Corrective Reading, the teaching and learning materials are designed by researcher. The instructional materials are prepared according to the format features of Direct Instruction method. The long-term goal of the intervention is to increase the level of student achievement in reading rate and comprehension through increased reading practice. The instructional materials included teacher's presentation book, student's book and a story reader.

A series of five tests were framed for learners during the experimentation. The tests included pre-test, two checkouts, post-test and post-intervention test. Pre-test was conducted during the beginning of intervention. In order to verify learners' level of progress, first checkout was administered in the third month and second checkout in the six month of study respectively. Post-test was held during ninth month of study, while culminating the intervention. After the intervention, post-intervention test was carried out in an interval of one month time-period to analyze the sustainability of improvement.

The ten month Reading Intervention of study is divided into three different phases. Each phase have discrete objectives. First is the Firming Phase, conducted from June to August 2010. The objective of phase is to firm the skills the children learnt in early classes. The procedures for rereading vocabulary words are applied in lessons. The second phase, Vowel Mechanics is held from September to November 2010. The aim of phase is to firm all sound combinations by teaching letter names and vowel rules. The final phase of Textbook Preparation took place from December 2010 to February 2011. The traditional textbook print is introduced to learners during the phase with an objective to expand learners' comprehension tasks.

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After the intervention, post-intervention test was carried out in an interval of one month time-period to analyze the sustainability of improvement.

The tools are statistically tested and data was elicited. Independent T-test and percentage analysis were used for the analysis. The analysis and interpretation of data is carried out in two different phases. The first phase is the analysis of data collected through pilot study and the second phase involved analysis of data gathered during experimentation. Independent t-test and percentage analysis were used for the analysis.

Major Conclusions of the Study

English is the 'toughest' subject for tribal students who belong to economically deprived and backward families. Difficulty can be attributed to the heavy contrast

between learners' mother-tongue and English language. Home and local environment cannot help to build a linguistic bridge in the inter-language phenomenon. The pedagogy followed is not feasible for learners, who have large extent of home-school dissonance. The possibilities of new teaching pedagogy and syllabus seem to have helped above average pupils to work on their own and attain achievement, where as it is not effective to favour the learning needs of backward students.

The pedagogy is application oriented. It emphasizes the natural use of language inside classrooms without a structured teaching framework. Unsystematic method of teaching leaves the weaker ones in a state of confusion and disorder. The learners are highly behind their peers in literary development. Reading deficiency is identified as another cause of problem. Lack of script in tribal mother-tongue brings in learners unfamiliarity with text and symbols. Unlike non-tribal peers, who obtain the prior instruction of parents at early childhood, tribal learners start learning without any basic knowledge of English language structures. The learners are introduced to texts without the teaching of sounds and symbols. Problem occurs when the learning is continued without basic knowledge of language.

The structured pedagogy and systematic instruction helps to improve basic language skills of learners that are essential for higher achievement. It implies the teaching of basic reading skills and prepares learners for higher order skills. The key characteristic of reading instruction in Direct Instruction model is elaborate system of introducing skills and guides students in the application of skills to a variety of words. The words encountered in connected text are decodable through application of rules, learners have learnt. The Direct Instruction reading also includes a strong phonological component, closely integrated with explicit instruction on phonic strategies.

The three-phase Reading Intervention of research was conducted for ten months. A structured teaching pattern and continuous process of evaluation was incorporated in the intervention. The results of analysis prove, Direct Instruction method of reading can help learners to attain mastery by systematized training of five components namely phonics, phonemic awareness, vocabulary, fluency and comprehension. The word identification and vocabulary accuracy are necessary for learners to read and comprehend text in a high speed fluency rate. The method is appropriate for accelerating the language learning of slow and backward learners.

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ENGLISH & COMMUNICATION SKILLS

Categorisation and Evaluation of Communicative Activities in English Classroom to Develop the Learners' Communicative Skill

R. Latha

Introduction

English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. Communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills." (Harmer 1995, 16)

Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practising conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise "real" communication with our students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

Difference between speaking and conversation

Although the terms "speaking" and "conversation" may seem clear, they often get misunderstood. Speaking as a skill taught at schools presents the student's ability to express his or her opinions, thoughts and ideas to a particular matter. Speaking practice, which is usually based on storytelling, giving speech or presentation, is the necessity for later successful conversation. Nevertheless, the focus on speaking activities has diminished in recent years.

Nolasco (1987, 3) mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it. Arthur (1987, 5) adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task

for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

The students very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they cannot actually use this language to communicate when they want to. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things.

One of the best ways of helping learners to activate their knowledge is to put them in “safe” situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure. Students’ personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Those students who are risk-takers, unafraid of making mistakes, are generally more talkative but usually make many errors. Those who are shy may take a long time to speak confidently, but when they finally manage it, their English contains fewer errors. The aim of both types of students is the same, indeed – to use the language correctly and fluently. To achieve this goal the teachers should try as much as they can to break the silence in the classroom and get the students speak no matter how many mistakes they make or how long it takes them to produce sentences. In order to decrease shyness while speaking in front of the whole class, students may be offered the opportunity to work in groups or pairs, which is a suitable approach for enhancing the active language use.

Ur (1991, 274-280) declares that “motivation is very strongly related to achievement in language learning.” This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in any kind of speaking activity, may find themselves stuck to be able to improve their speaking skill. Having noticed this, teachers should encourage low-motivated students to develop the interest in communicative activities.

Varied tasks are also suggested for a successful and efficient speaking lesson as well as using visuals to enhance students’ motivation to speak. Average pictures copied from different sorts of textbooks and workbooks do not encourage adult learners to speak anymore. Based on my teaching experience, adult learners prefer to be set into real situations, dealing with real and current news items concerning today’s world and society.

To satisfy students’ expectations, teachers should be supplied with sufficient amount of authentic materials, such as newspapers and magazines. The speaking tasks could be based on describing the photos to each other and guessing the place in the world where the action has happened. Connection between the picture and reality makes it even more tempting for students to express their points of view to a particular event and, at the same time, the teacher’s goal is achieved as well – getting students to speak and communicate with each other.

Accuracy versus fluency

Accuracy and fluency are terms characteristic for a successful and fecund conversation. Scrivener (2005, 160-162) declares that accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher's correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher's contribution. It is supposed that the less he or she speaks the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students' mistakes and devote time to their correction.

Correcting students' mistakes

Fluency Activities:

In a fluency activity the teacher is expected to monitor the class and encourage the students to speak with minimum interfering and correction. This technique is called scaffolding. Scrivener (2005, 162) states that "it is a way a competent language speaker helps a less competent one to communicate by encouraging and providing possible elements of conversation." In practice it means to encourage the weaker one by nodding, eye contact, repeating the last word in order to encourage the speaker to continue, asking tag questions, etc. The aim of this encouragement is to make a student speak as much as he or she is able to.

Considering a fluent activity, correcting the mistakes should be done after finishing this activity. Suggested techniques are the following:

- a) writing the sentences used during the activity on the board and discussing them with the whole class
- b) writing incorrect sentences used during the activity on the board and encouraging the students to make correction
- c) inventing and writing down the story that includes some errors the teacher overheard during the activity and students try to find them and correct them
- d) Writing out two lists A and B – each list contains ten sentences from the activity but some of them are correct, some of them incorrect. Students work in two groups and their task is to decide if the sentences are either correct or incorrect and why.

Accuracy Activities:

In an accuracy based activity the teacher is required to correct students' mistakes whenever possible. While practising accuracy, students become aware of their own mistakes in speaking straight away because the teacher does not wait until finishing the task. This approach is suitable while focusing on grammar mainly and enables the students to realize and correct their mistakes and also prevent their recurrence.

Communicative Activities And Their Evaluation

Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each author's point of view. However, all of them mention the same or similar communicative tasks but in different extent. Supported by a sufficient amount of literature, the researcher created the following categorization of prevailing communicative activities:

1. Break for a while

Type of activity: information search role play (pair work)

Objective: to encourage fluent speaking - giving advice and opinions

First, the teacher gives out the "now" role cards and ask the students to imagine they all work in the same place. It is a coffee break and they are all bringing various bits of gossip. Students are asked to offer opinions to each other on what people should or should not do about their problems.

Then the teacher seats the students in pairs and gives them a questionnaire to fill in together. They are supposed to discuss the problems, find solutions and make predictions about what will probably happen.

When they have finished, each student is given the appropriate "one year later" card and goes round commenting on what people should have done. The aim of this activity is to discover how many of students' predictions were correct.

My evaluation of this activity

I found this activity very effective because my objective was reached – I managed to encourage all the students to communicate with each other and share information, opinions and advice.

The topic could not have been chosen better since gossiping belongs to every day communication, especially in a working environment. I deal with the adult learners who are quite experienced in this area and speaking about different people's problems and their solutions seems to be quite a common issue nowadays. Although this activity is slightly demanding on students' understanding the instructions, the teacher's clear explanation would prevent possible misunderstanding. Giving clear instructions and demonstrating the task should never be neglected by teachers since these are essential for a successful communicative task.

This activity is student-centered so the teacher's role in it is mainly observing the whole class having conversation. Even though I heard many mistakes while circulating among students, I managed not to interrupt their enthusiastic conversation. Instead of interruption, which would have discouraged their motivation, I decided to take notes and wrote down the most common mistakes. As I have already noticed in my class, immediate error correction while listening to students' conversation had no positive effect since the students were plunged in talking and did not pay attention to the teacher's comments.

The error correction was different while the students were working in pairs. I was walking around listening to the pairs and tried to alert the students every time I heard a mistake and we made correction together. This time my role has changed, instead of constant observation without error correction; I concentrated on making students aware

of their own mistakes. Due to working in pairs, they paid attention to clarifying mistakes.

After finishing the communicative activity I wrote all the mistakes I gathered from students on the board and we were discussing them as a whole class. All the students were taking notes about corrections very carefully and after that we were practicing these in sentences.

What is very important is reviewing the problematic structure again and again having in mind that practice makes perfect. For that reason, at the beginning of each lesson, if possible, I focus on revision of the items I have done with students in previous communicative activities to prevent recurrence of already explained mistakes.

My aim in this activity was to motivate the students to identify with a person on a given card and lead conversation with other colleagues about people's problems. Students were explaining these problems, trying to find solutions and made predictions what was going to happen in a years time. This fluency communicative activity induced my students to practise fluent speaking and also helped develop their imagination while giving advice and making predictions.

2. Debate on a given topic

Type of activity: a debate (group work)

Objective: to get the students involved in a debate on a given topic and practise exchanging the opinions and supporting arguments *for* and *against*

Students form two groups - the first group supports the idea and the second group gives reasons against it. Then the teacher introduces the topic which is the subject of a debate - *euthanasia, the capital punishment, state or private education etc.* - and allows the students some time to think about it and make notes as a group preparing arguments to beat the second group. When they are ready to start, the teacher pretends to be a moderator of a TV show and welcomes both teams to a discussion on a given topic. When the debate is over, the moderator thanks all of the presenters for their interesting remarks.

My evaluation of this activity

I must admit this activity belongs to my favorite ones and I practise it with my students whenever the time allows me to do so. The beginning of this activity is slightly embarrassing for everyone in the class because the students do not dare to be the first to express their opinions and are shy. But once the activity has started and students manage to fit in their roles, the debate is being developed into a lively discussion and instead of being shy, students compete to have a word in it. The teacher has a fantastic role in this activity, since he or she only observes a lively discussion and is entertained by the students' excitement about it.

I would recommend the teachers interested in this communicative activity to reorganise the classroom, if possible, and arrange it as a TV studio with chairs for guests participating in a debate. To increase excitement, I would ask the students to vote for a moderator being responsible for the smooth performance.

Error correction is utterly undesirable in this case due to the kind of communicative activity. The debate is a precise example of the activity where the teacher is not expected to correct mistakes while the activity is in progress.

To fulfill the task does not mean for the students to speak correctly all the time but to lead a fluent, understandable and reasonable discussion about a particular matter. On one hand, no one is forced to speak, which may sound safe for shy students, but on the other hand any member of one group can be challenged by the other group to express his or her opinion. In this case, the student cannot remain silent but has to reveal his or her ideas. Therefore, the students are induced to be alert and listen to what is going on in a debate.

3. Sharing and adapting

Type of activity: exchanging information (whole class)

Objective: to practise fluent talking about dissimilar lifestyles and habits

The teacher gives out the picture cards to the students and asks them to imagine they are the person pictured on the card. Some time is allowed to think about the person's life, daily routine, work, family etc. Then the students are told to imagine they are fed up with their lifestyle and would like to change it. Some time is provided to think about what they dislike and are really looking for in life. After that the students are asked to go round the class and explain their problems to the others until they find someone they would like to swap their lifestyle with. The aim of this activity is to find a person willing to swap his lifestyle with someone else.

My evaluation of this activity

This activity is an excellent preparation for speaking part because its main purpose is to talk about person's lifestyle - habits, daily routine, family, friends etc. Even though the students are given pictured cards and talk about the different lifestyle, it encourages them to think and use variety of vocabulary vital for every day communication. Learning new vocabulary items connected with different lifestyles might be a great advantage in a real world while meeting people of various professions and customs.

To make the students more enthusiastic about this activity, I would recommend using the photos of world famous celebrities instead of pictures of ordinary people. This may sound irrelevant, however, talking about celebrities' lifestyles and scandals would be definitely more enjoyable and it would lead to involvement of all students. Even if some students have difficulties with speaking, the photos of celebrities could enable them to express themselves more easily due to the knowledge they already have about these personalities.

From a grammatical point of you, this activity enables a great deal of grammar practice, e.g. present, past and future tense. Furthermore it might be used while teaching comparative and superlative form of adjectives and adverbs. While looking at the photo and describing their lifestyle, the students are encouraged to talk not only about the current situation in their lives but also about their past and challenges for future. In addition to this, they may compare advantages and disadvantages of various professions, life-styles and habits.

At the end of this activity the teacher may announce the competition and let the students vote on the most and the least tempting lifestyle.

4. Face to face

Type of activity: information search (whole class)

Objective: to practise asking for information

The teacher is supposed to copy enough task sheets for half the class and information sheets for the rest of the class. Then he or she places the chairs around the room in pairs back to back and asks the students to sit on them holding different sheets.

The aim of this activity is for students with task sheets to complete their task *in order*. That means they have to phone the stationary students behind them beginning the conversation with: „Hello, is that Express Avenue?“ If they get the right number, their reply will be: „Yes, can I help you ?“ and they should ask for information they need and write it down on the task sheet. If they get a wrong number with the reply: „No, sorry. I am afraid, you have got a wrong number, and this is the station. “- they should apologize and move on to another pair of chairs. Students are instructed to complete the tasks in order, so they are not allowed to make two consecutive phone calls from the same place.

My evaluation of this activity

Being able to communicate face to face is undoubtedly perceived as a crucial form of conversation. However, living in a busy society requires the ability to make phone calls considering all the rules essential for a successful and polite conversation. This activity enables the students to try out various situations while seeking information about entertainment, transport, health care etc. They have the opportunity to call the dentist pretending they suffer from toothache and make an appointment, or call the railway station to find out the timetable, or call the theatre to book tickets for the performance etc.

5. Good intentions or the road to hell

Type of activity: matching (whole class, pair work)

Objective: to practise stating intentions

The teacher makes up a form of “good intentions “and gives it out to each student in the class. Then the students are asked to imagine that it is New Year’s Eve and they are making their resolutions for the New Year. They are supposed to tick the resolutions which are somehow connected with their personalities and add one more personal resolution on the last line. After that they go around the class asking each other about their resolutions and telling about their own.

The aim of this activity is to find someone with at least three resolutions that are the same. When the students have found their match, they are asked to sit down together and imagine the time is one year later. In pairs, students now discuss what they succeeded in doing and what they were going to do, but did not.

My evaluation of this activity

After giving the class the instructions to this activity, the students’ reaction was so dreary that I was wondering if my choice of this communicative activity had been right. The students started complaining about the purpose of this activity and the reason was: “We do not make New Year’s resolutions. We have nothing to say.”

Teachers should not be put off by these statements but find the way to motivate the students to talk about the given topic. I decided for demonstration and without any hesitation described my previous bad habits I wanted to get rid of without mentioning

the word “resolutions”. Suddenly, the students began to be interested in my talk and asked questions if I managed to give up those bad habits or not and their enthusiasm in communication was increasing. I took advantage of this and asked them to work in pairs and interview their partner about the same. They led a lively conversation and finally realised that it was just a game and started pretending their resolutions. The lesson was finally entertaining and the students liked it.

Pre-teaching some grammar structures before the activity starts is worthwhile, especially the rules for using “*to be used to*” and “*used to*” since these are often mixed up by students. It is important to emphasize the difference between them and also explain their correct usage by giving examples taken from the activity to show the students what is going to be practiced. e.g. “Now I am used to eating a lot.” The teacher uses this sentence as an example and explains that for describing the present situation (habit) this grammatical structure is required. Then the teacher changes it into “I used to eat a lot” and explains the usage of the second grammatical structure.

6. Sales reps

Type of activity: matching (pair work)

Objective: to practise describing properties and abilities

The class is divided into two halves : sales representatives and buyers. The machine cards are given out to the sales reps and they have five minutes to : write down what the user of each machine will be able to do and give each machine a price. The buyers are asked to write down three everyday problems (what makes them busy and why). The buyers have two thousand Rupee each to spend on machines to improve the quality of their lives. Students work in pairs : the buyer explains to the sales representative what he does not want to do any more, what household chores annoy him, asks for devices to help him lose weight or learn English faster etc. The sales representative offers the buyer the devices, explains how they work and tries to persuade the customer to buy them.

The aim of this activity is for the buyers to obtain the machines they need and for the sales representatives to sell as many devices as possible.

My evaluation of this activity

This activity has proved very enjoyable for my students and also useful considering the need to buy different things in an English speaking environment. To make it even more realistic, I cut out various types of devices from newspapers and magazines to fit in everyday life and used them instead of drawn funny pictures. Adult learners always appreciate the direct connection between the activity and the real world, so it is vital for me to have this in mind while choosing suitable materials for a particular communicative activity.

The teacher’s role in this activity is to observe the pairs offering and buying devices and take notes about serious mistakes which the intermediate students should be able to avoid. Providing the students with new vocabulary items within the activity may seem reasonable but my aim was to make them think of indirect expression of problematic words. I also explained to them that it is not necessary to be familiar with all English words but be able to express their ideas using vocabulary they already know to be understood.

7. Guess what I've been doing!

Type of activity: guessing card game (pair work)

Objective: to practice describing recent activities using present perfect continuous

The teacher copies and cuts up one set of cards for each pair and puts the whole set face down on the table. One student takes a card from the top of the pile and performs his appearance and mood according to the depicted card, for example "*I'm crying*". He must not show it to his partner who guesses what activity the student has been engaged in, for example "*Have you been watching a sad film?*" If the student guesses correctly, he or she is allowed to keep the card.

The aim of this activity is to collect the most cards and, above all, practice the use of present perfect continuous in common daily situations.

My evaluation of this activity

The purpose of this guessing activity differs from teacher's objectives in communicative activities mentioned above. While the main aim of those activities was encouraging students to lead fluent conversation and the teacher focused on students' fluency, this activity is based on speaking with the emphasis on accuracy – correct use of present perfect continuous. Although fluency activities are preferred by most teachers because of the spontaneous language use in a real world, they should be preceded by sufficient amount of accuracy activities focusing on a particular grammatical pattern. In my lessons, this procedure proved to be very effective and after practising various grammatical patterns in accuracy communicative activities, the students were able to speak more fluently with fewer grammatical mistakes.

Pre-teaching is essential in this case since the students need to be familiar with a particular grammatical structure before the activity starts. For that reason the teacher should devote some time revising the formation of present perfect simple and present perfect continuous and drill its negative forms and questions. After sufficient explanation, students are ready to practise it in different situations set by cards.

Since I dealt with an accuracy activity, it was necessary to check students' dialogues and concentrate on mistakes made in the present perfect tense. I was circulating checking each pair and giving advice.

8. Detective work

Type of activity: arranging card game (group work)

Objective : to practise reporting past events

The teacher copies and cuts up one set of cards for each group, shuffles them and places them face down in the middle of the group. Then he or she tells the students that a murder was committed last night. An old lady was found dead in her living room. She had been hit on the head and jewellery worth 2 lakhs had been stolen from the house. The murder occurred between seven and ten o'clock in the evening. One of the principal suspects is Mala, the nurse, who has the key to the old lady's house, and who lives ten minutes' walk away. The cards contain details of Mala's movements that evening. The groups' task is to read them and try to work out if she could have committed the murder or not. Since the cards have been shuffled, the events will be in a muddled order. Students should turn over one card at a time from the pile and discuss the probable sequence of events.

The aim of this activity is to reconstruct Mala's evening and work out if she could have committed the murder or not. After the groups have finished, let them compare their findings.

My evaluation of this activity

Any activity concerning detective work and the police investigation seems to be tempting for most students. They seek adventure, thrill and are keen on working out the crime which had been committed. This works not only with young learners but also adults. They are fond of thinking and talking within the group about the sequence of events and compete who will be the first one to solve the case. This leads to a lively discussion among group members trying to persuade the others about the correctness of their ideas.

I would evaluate this activity as useful not only because it enables practising fluent speaking within the group but also from the grammatical point of view. The members of each group have the opportunity to improve their speaking skills and revise the correct use of past tenses since this activity is focused on reporting past events. Furthermore, it enhances their ability of logical thinking.

Correcting mistakes was done at the end of the activity when I asked each group to describe the events, which happened that evening, in an order which seemed the most probable to them. Although the teacher is usually expected to correct students' mistakes, this time I asked the rest of the class to listen and write down all mistakes they heard while the group was explaining the sequence of events. When one group finished, we put all mistakes the other students noticed on the board and discussed them as a class. The explanation of certain rules especially usage of past and past perfect tense prevented other groups from recurrence of the clarified mistakes.

9. Diplomacy

Type of activity : matching up role play (groups of three)

Objective : reporting what was said (reported speech)

This communicative activity must be performed in groups of three – one person per each side of the dispute and one person to carry messages. The teacher is supposed to divide the students in groups and copy three sets of cards (neighbours, political groups, husband and wife and countries) for each group in the class. Then he or she arranges the classroom if possible so that there are two rows of desks with a free space between them. All the neighbours A are seated in one row and all the neighbours B in the opposite row, with the go-betweens standing in the middle. The students are given the cards : neighbour A, neighbour B and the go-between. The neighbours are not allowed to speak with each other directly but must relay messages through the messenger.

The aim of this activity is for neighbours A and B to reach a satisfactory compromise. When a group has reached a compromise, the roles are changed , so that a different person has a chance to be a messenger.

My evaluation of this activity

The teacher's role in this accuracy activity is to go round and observe the groups. The conversation between two sides is based on a free speech being reported by the messenger and the teacher just listens to what is being said and does not interfere. On

the other hand, the role of a messenger is very important, not only due to relaying information between two sides, but also from the grammatical point of view. The grammar practised in this activity is reported speech and the teacher should not be indifferent to what the messenger is saying. When he or she makes a mistake in reported speech, the teacher should stop them and ask for their correction. Interfering in this role is essential, otherwise the students would not find out if they were correct or not.

The main purpose of this accuracy activity is to practise mainly speaking and grammar, however, it can be easily changed to a fluency activity if the teacher's objective is practising fluent conversation. In this case, the role of a messenger is neglected and the two sides of a particular dispute are trying to deal with the situation.

Follow up

The teacher could develop conversation based on reported speech and let the students be involved in it without teacher's interfering. While listening to the conversation, the teacher may write down the common mistakes the students have made and after finishing the activity, write these mistakes on the board and familiarise the students with them and correct them as a whole class.

10. Eye-witness accounts

Type of activity: filling in a questionnaire (pair work)

Objective: reporting an event, asking questions

The teacher is supposed to prepare questionnaires from different fields of real world situations and give one questionnaire to each pair. Then a student A fills it in by asking students B questions. The teacher should insist on formulating the questions correctly and make sure the student does not simply show the form to his or her partner. Students B are asked to invent as plausible and coherent answers to the questions as possible. When students A have completed their questionnaires, the roles should be changed and another questionnaire used.

My evaluation of this activity

Filling in the questionnaires or forms with open answers belongs to favorite activities of those students who are creative and like inventing stories and making up plots. On the other hand, this kind of form is quite inappropriate for the slower students who have difficulties with creating the possible answers. It takes them some time and leads to untrustworthiness of their answers. When this occurred in my class, I decided to divide the students into two halves. The better part of students was given complicated and open-answer questionnaires and the weaker students were instructed to look at the pictures I gave out. Due to difficulties with making up the answers, I asked them to use these pictures and, according to what they saw, answer the partner's questions. Pictures gave them the opportunity to formulate the answers straight away without unwanted pauses. Eventually, I felt confident to have managed this activity successfully.

Based on my teaching experience, the best option is to start with the questionnaire requiring the personal information because this kind of form is undoubtedly mostly used in reality. When the students feel confident with filling in personal forms, I proceed with using the more demanding ones. To fill in these, students have to be familiar with a wider range of vocabulary and also grammatical structures. E.g. a medical information sheet will require vocabulary concerning diseases, their symptoms, first aid etc. or the record of criminal events will demand the terminology

about crime. Dealing with these forms, pre-teaching specific vocabulary items is essential for understanding the task and smooth activity development. Choosing the appropriate form or questionnaire sometimes depends on a topic covered within the week.

Conclusion

The researcher deals with speaking as one of four basic skills and highlights its importance in everyday situations. The aim was to distinguish speaking and conversation since these terms are commonly used but often get mixed up. The areas focused on were communicative activities and their categorization: information gap activities, discussions, role plays, simulations and guessing games. The researcher characterized them and evaluated the interaction they offer to prepare students for real-life language use. Different techniques were introduced for correcting mistakes in either accuracy or fluency communicative activities and also described the roles of a teacher and requirements which he or she has to fulfill to manage the roles successfully.

The fluency activities proved to be essential while practicing fluent conversation to prepare students for the real world. On the other hand, the accuracy activities focused on grammar and due to them the students were given the opportunity to practice the correct use of language. Since using various types of communicative activities proved very beneficial in my classes, I would like to recommend them to all teachers whose aim is to improve their students' communicative skills.

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Importance of Interpersonal Communication in Learning English Language-Indian Classroom

M. Santhi Priya

“Interpersonal Communication provides a framework for understanding. How we communicate with others in everyday situations”.

-Peter Hartley

The social penetration theory states that as relationships develop, communication moves from relatively shallow, non-intimate levels to deeper, more personal ones (Altman, I., & Taylor, D., (1973). The more time we spend with others, the more likely we are to self-disclose more intimate thought and details of our life. The time students spend in a classroom at school or college level is comparatively more than the time they spend outside classroom for knowing the outside world. The only way for him/her to know or see the world is through the instructor's approach of teaching and interaction with his/her co-classmates in classroom or school environment. Students gather information about the others directly through verbal communication or nonverbal channels such as facial expressions or body movements which demonstrate immediate feedback. In the course of interaction individuals expose their knowledge in and share information unknown to others in the target language.

In a secular country like India, classroom becomes an embodiment of different people coming from many cultural, traditional and language backgrounds. The need or necessity to learn a global language arises from the very fact of gaining a good job and to stand amid the global competition. Since there is no better place for a student to learn and practice English as a second language, students rely on classroom teaching and utilize the opportunity given by the teacher and the institutions to practice the skill of speaking reading listening and writing on common platform with many students thriving to learn the second language.

Educational institutions encourage the students at school and college level to participate in different literary competitions or events conducted within the premises of the institution or outside the school or college premises.

English has been considered as a career language since its evolution in the second half of the nineteenth century in India. In the initial stages of evolution It was an essential need for gaining a good government job .Later on, it was recognized as a window to the world, for pursuing further education in foreign countries, as well as, for studying professional courses like medicine, engineering and business studies.

Our first prime minister of India Jawaharlal Nehru has said,

“We are driven to English principally because we know it a good deal, we have people who can teach it and also because it is most important language in the world today....a key that would unlock the vast treasures of all scientific and humanistic fields.”

Though, English is considered as a second or third language in our country, it has undoubtedly reached the status of first language in the present scenario. In a situation, when there is a little scope for recognition for a non-native language like English in India, it made itself popular and effective by classroom teaching. For a native student there is no better place than classroom to learn and be proficient in a foreign/second language. If we reason closely; the assembled factors in learning any language , it is palpable, native or first language is learned by imitation ,influence of the surroundings

in natural setting ,where as second language is concerned, it has to be learnt by practice and guidance of a teacher in a created environment. Classroom directly initiates the learning of English through interpersonal communication either between two individuals in the form of students or teacher and student.

English is learnt in a classroom through four skills of language - Listening, Reading, Speaking and Writing in the form of verbal and non-verbal communication. Students and teacher are the active participants to bring alive these skills corroborating through interpersonal communication.

Learning English Language in a Classroom

Listening

Listening is said to be a skill of learning a language. In the process of acquiring the speech habits of the language, student tries to listen to the basic sounds and sound patterns of the language when others speak to him. It involves the cognitive and behavioral interaction. Listening paves path for the development of the other three skills-speaking, reading and writing. Students will have focused listening in classroom environment which in turn facilitates knowledge and proper usage of English language. Teachers plan suitable exercises and activities to enhance the listening skills of a student .Listening activities which are communicative in function develop listening g skills among pupils

1. Showing English movies and suggest students to listen to the conversations of different persons or characters in a movie.
2. Exchanging views with friends
3. Listening to a passage and understanding important facts and events
4. Answering open-ended questions on listening to the descriptions.
5. Note-taking skill
6. Teacher can play a tape containing some recorded speech and frame questions for which students should find answers as they listen
7. Students narrating simple short stories and sharing personal funny or memorable experiences with the rest of the class

Speaking

Learning through speech is the natural way of learning a language. Students interact with each other in target language under the supervision of the teacher and institution in a created atmosphere. Teachers' role is vital; they motivate, encourage and create a suitable atmosphere for students to interact in classroom situation. Students acquire fluency in English when they use it to express their ideas opinions and share knowledge with his/her co- classmates in the target language. Interpersonal communication helps them to gain confidence in exercise of speaking skill and in realization of their mistakes in pronunciation, formation of sentences and in learning to use functional language for various purposes or contexts. Various activities enable a student to speak well in demanding situations.

1. Make the students to speak on traditions and festivals of India pertaining to different regions and states of the country.
2. To use the oral-drills to get the students to practice speaking.
3. To use the back chaining technique to get students to say a sentence, which is rather long, containing more than ten words?

4. Skits- assigning students different roles to play
5. Giving seminars
6. Involving students in group discussions and debates
7. Asking them to give oral reviews on books/movies
8. Describing his/her role model, a situation or a place

Reading

Reading involves understanding the meaning of content, vocabulary, structures concepts and relationships of ideas of a language. It enables the student to recognize words, comprehend the meaning of words, phrases and sentences. Through reading they will understand how to use proper stress intonation and pauses suitable to the context. Reading modifies speaking and presentation skills of the student.

1. Giving passages from book to read loud in the classroom.
2. Encourage student to read material for them and understand it.
3. Write different kinds of sentences - statements, interrogatives, exclamations on the black board and ask the students to read them according to their nature.

Writing

'Reading makes a full man writing makes an exact man'. If fluency of language is achieved by speaking skill, the accuracy of language is attained by writing skill. It helps the student

1. To organize ideas and thoughts in written form
2. To write simple and correct English in an idiomatic form of language.
3. To develop power of imagination
4. To develop power of self-expressions
5. To use proper spacing between words, letters and lines.

Activities to enhance writing skills:

1. The pupils may be given some sentences with words jumbled. They may be asked to rewrite the sentence with the correct word order.
2. Letter writing, report writing, creative writing
3. Word games
4. Motivating to weave a story and to give an imaginative conclusion.
5. Self introduction task, both verbal and non-verbal and ask them to read loud so that his /her classmates will come to know about him
6. Access to Emails and social net working sites like Twitter, Orkut, and Face Book improve interpersonal communication skills in written form.

Conclusion

Communication occurs when people communicate with each other as unique individuals. It occurs when we communicate to "build knowledge of one another and create shared meanings" (Wood, 1999, p. 24). Communication process helped in the development of English language in India. According to William Schutz's Fundamental Interpersonal Relations Orientation (FIRO) theory," the three main interpersonal needs which every person tries to satisfy through communication are affection/openness, control and inclusion". Similarly, in learning a non-native or new language a person wishes to converse and seek ways of improvement on similar grounds with a person whose urge is the same as him. It is a universal fact ,when People of common need that

is to learn a foreign /second language like English brought together under one roof ,alleviate their interpersonal need of being open ,expressive and fluent in English language through interpersonal communication.

For learning a non-native language like English in Indian context , classroom interaction among students and interaction between student and teacher provide a qualitative and quantitative knowledge of the target language. Students go through stages of initiation, experimenting, practising, intensifying, and integration of the skills of language to achieve proficiency, fluency and accuracy and are, impelled to advance from “no interpersonal communication to interpersonal communication” (Miller and Mark Steinberg (1975) In today’s world English is the language of priority for being an educational language, a business language and workplace language. Undoubtedly, in all non native English speaking countries classroom is the place where every student is introduced and acquainted with basics of English language and interpersonal communication that takes place in classroom atmosphere expedites the growth of efficiency in language learning.

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