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Dear Readers and Contributors,

Welcome to the Volume 3 Issue 1 of IJELLS. We now enter the third year of our journey; it on one hand gives us a sense of contentment yet on the other hand alerts us into the daunting task of sustaining and developing this academic enterprise. We hope we live up to the standards we aim to stabilise and achieve.

We now plan to tighten the editorial processes of selecting a submission for publishing. The focus would be on originality, and that we have decided not to compromise upon. The articles from now on will undergo a stringent set of processes to be able to feature in the upcoming issues. The contributors are motivated to write responding to their original thought processes and seek base in established theory.

We are planning to come up with two issues. One on poetry and the other on translated stories. We shall communicate with you shortly on the information. Till then, exercise your grey cells and enjoy reading this issue.

Happy Reading!

Dr. Mrudula Lakkaraju
Founding Editor

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And I Came Back

Dr. Ghanshyam Asudani

As if someone had cast spell on me. I was following him mechanically bound by some invisible power. He was dragging his fishing net behind pouring his whole existence in to it. There prevailed a deadly silence on the way. Neither of us did utter even a single word. The silence gave rise to a tumult in my ears. Where I was going.....why I was going.....why was I following him..... who he was.....?

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I came to know about him from people in the hotel where I stayed in Patna on the bank of river Ganga. People's words awakened a desire that lay dormant in my heart for several years. I too felt I should visit his house once.

Right from childhood I had lived a self restrained life. All my undesirable instincts, I had put in a box and sealed them away.

But today who knows how the box developed a crack and all my suppressed instincts sprang up for once. I crossed the river Ganga on his boat and reached his village. The village was called newaladiyara. There were twenty to twenty five houses in the village mainly of the fishermen. There was only one high-rise building that of the headman. All other houses were made of mud and with thatched roofs.

His own dilapidated hut leaned against the headman's house. It was chilly December dusk and the time was around six in the evening. The sun god had bid farewell for the day and had retired to his celestial abode.

The evening twilight seemed to engulf the whole world into its fold.

He pushed open the door of his hut. A grave darkness greeted but for a flickering streak of an earthen lamp. Soon a feeble fathom emerged out of the dark. "Sahib, I will be back" he said, and stepped out banging the door behind him.

I looked hard, she was a thin emaciated girl barely fourteen or fifteen. She had wrapped herself in a torn and dirty sari. Her skeletal form had hardly any skin upon her. Years of starvation and abuse had rattled her bones to the core. She stood before me speechless and helpless. I kept on staring at her for quite some time and was slowly submerged into a deep trance.

I felt as if a thousand voices bombarded my ears and penetrated deep down into my mind, brain and soul shaking my very consciousness. The saintly preaching and my ancestral voices that lay dormant for ages at once erupted into my conscience. My whole body was transfixed by some unknown power and despite myself I could not move an inch away. I felt as if whole sky was falling on me. I was stupefied and dumbfounded. What a strange world was engulfing me! Suddenly the saint's word burst forth from my mouth:

*"Mein ha sada bhullanhar
Tu hai data bakshanhar,
Mere awagun na vichar
Ek tu hi nirankar ek tu hi nirankar"*

(I have ever been an erring being,
Thou art the saviour and the sage,
Forgive and forget my sins,
Thou art the formless the shapeless, o Lord.)

Intertwined with the saintly songs floating came the babbles of my little daughter from hundreds of miles away.

"Where are you papa? What are you doing? Please come back soon."

Whence came the voice of my little angel traversing miles and miles. I looked up astounded and there she was the same lean and thin girl standing helplessly before me.

“Babuji, would you have a cup of tea?!”

Her word “Babuji” went on intermingling with “papa” of my little doll. And then the both became one.

My entire lust was washed away in sacred currents of the Ganga which was serenely flowing by.

I cast a tender glance at her and said, *“Yes, my dear child, I will sure have a cup of tea made by your own hands.”*

Just as I was sipping the tea, he came back and asked, “Did you enjoy sahib?” I did not give any reply. I paid the agreed sum. As I stepped out, my hand spontaneously touched her head in blessings ----- the hapless head of an innocent child being made the perpetual martyr by the lust of our so-called civilized and sophisticated society. Helpless as I was; I could only extend my heartfelt blessings to her. I could do that much only!

And I came back!

Babji

Deepakumari S.

Oh! Who's there to weed out my woes?

God, who resides in Srirangam.

Thirumalai.

During my visit to America in 1999, I was invited to inaugurate the Tamil Chair at Berkeley University. Scholars like George Hart, and many American Tamilians as well as Tamil students were present. At tea break, I sensed someone's intense gaze on me. He was of the same age as me and looked very familiar but try as I did, peering into every single neuron I couldn't place him.

He approached me and said, "Remember me? I am Babji."

"My God! Babji...Dai! What are you doing here?" He had balded quite a bit and that's why I could not recognize him. I had imagined a thick shack of hair and there he was, Babji, my classmate from fifth standard to B.Sc.

"It has been fifteen years since I came to the US. Right now I am doing research at Berkeley."

"Is it? Great!"

"I heard you are a big time writer now. Have you written my story?"

"No. Not yet," I shot back.

"Well, if you hadn't been with me on that fateful day when I went down on my knees before SRP..., this world would have lost a Neuropharmacologist. I would have landed up in some AG's office as a clerk." His arm around my shoulder and almost embracing me in delight, he raised a toast.

He called out to his American wife who looked older than he did. "Jane, do you remember Rangi, the-guy-who-saved-me?"

"Raangi! Oh yeah! How could I forget? Pooh, I have heard the story over a hundred times by now," she quipped and moved on.

Moving away from the crowd, we pulled up two chairs and sat on the terrace.

"Rangi!" He gave me a tight hug and patted my back.

"Lalgudi Passenger', 'Officers Train', 'SRP'. Oh, Man! This is unbelievable. You and me! Meeting at Berkeley! You a writer and me a researcher!"

Officers Train!

The Lalgudi Passenger to Trichy Junction reached Srirangam at 9.08am and we called it 'Officers Train.' The siren from the municipal office would go off at 9.00am. Even if we walked at a leisurely pace from East Keezhchithirai Street after the siren went off we could reach the station in time for the train. Babji used to come with me every day. We were classmates from childhood and of the same age. Nobody called him by his original name Poovaraghavan. He was 'Babji' to all. He was a bright student. He sang well and was a good cricket player. In those days there were only three engineering colleges in the whole of Tamilnadu - at Guindy, Annamalai and Karaikudi. As we belonged to the forward community, we could not get admission into these colleges and we joined the B.Sc Physics course. We sat next to each other in the class. He was not that great of an orthodox. He did not hesitate to smoke occasionally. He used to chat with great enthusiasm but never made fun of others. He would analyze any subject in great depth. Even if there were empty seats in the compartment, we preferred to sit near the door with our legs hanging out and

considered it as a great achievement. Before entering the town station, we would see the river Cauvery running beneath our legs. In those days there was no instance of gaping at girls as now, the main reason being there were no girls to look at! Nobody would send their daughters to Trichy Holy Cross College from Srirangam fearing their daughters would be made 'Sisters'. Indira Gandhi and SRC colleges did not exist then. So, only a few girls were sent to colleges in Madras for higher studies. After finishing SSLC at Srirangam Girls High School, these girls waited to get married. In the meanwhile, they kept themselves busy with Hindi lessons, tailoring classes and, of course music classes. Under the supervision of the music teacher Nana, his sons and daughters, the Chithirai Street would resound with the off-key notes of Lambodhara* on the harmonium. The violin from some of those female learners would sound like a cat littering. Daughters of affluent families learnt Bharathnatyam and had their debut at the High School or at Rangaraja theatre or at Devar Hall. Other girls ended up playing games like Aeroplane pandi*. They would play tamarind seeds and Killithattu*. They decked themselves up during Navarathri*, applied mehandi for one another and argued endlessly over who had the brightest hue on their palms. What a bore!

It was on a day during these carefree times that a storm shook Babji's life. In our first year at college, Professor SRP alias S.R. Parameshwaran taught 'Properties of Matter'. It was a forty five minute class. He lectured for the first thirty minutes and dictated notes for the next fifteen minutes. We had to take down all the notes. It just happened that one day Babji was not taking notes when we were supposed to. May be he had a good reason, either he did not bring his notebook or he did not have a pencil or a pen or maybe he was ill. Whatever the case maybe, he was just sitting there idle and watching me write. The classrooms in St. Joseph College had a gallery like seating. We sat there like dolls in a Navarathri Kolu*. The lecturers could watch each one of us and no one could hide behind the front seaters.

Noticing Babji, SRP stopped dictating "Any problem?" he queried. SRP had a squint. At times, there was confusion as to whether he was looking at the clock or the students. Babji thought that SRP was talking to me and so continued to look at me.

"You! With the blue shirt!... Monitor, what's his name?" It was Babji in the blue shirt.

"R. Poovaraghavan sir..."

"Get up." Babji stood up. "Are you not well?"

He shook his head but said nothing. That was his problem. Though he was good in his studies, his command over English was poor. He stood tongue-tied.

"Then why aren't you taking notes? If you know everything then why do you come to my class? I can tolerate ignorance but not arrogance," SRP lashed out in English and hissing like a cobra sent Babji out of the classroom.

None of us dared to speak up on his behalf that he was not such a student. We were all scared stiff. Babji left the class, dabbing his eyes.

After the class we found him still sitting on the steps crest fallen."What da?" enquired, G.R, our class monitor, "You could have told him that you were ill and would copy from Rangarajan."

"No da, I can't speak English that well," Babji replied.

SRP in his next class promptly pulled him up. "Do you have any intention of taking notes or maybe you don't need them?"

Babji gave a naive smile, which was promptly misunderstood by SRP who sent him right away to the last row. Poor Babji! The stars were all against him. In those days, the studious boys in St. Joseph College formed a distinct group. We boys from Valadi, Lalgudi, Bhikshandar Temple, Uttamarkoil, Srirangam, Trichy Andar Street, and Butterworth Road were nicknamed as "Thairvadais"*. We competed for the seats in the first row. And the other, were the ruffians who were mostly from Anglo-Indian schools like Contontment and Champion. They were fair skinned and well- built. They played hockey and basketball. Physics and Math were not for these dull heads. They occupied the last rows, read detective novels hidden in the textbooks and spoke in English. Some of them had the bad habit of aiming paper arrows at the lecturer while his back was turned to them. One such well-aimed arrow shot from Babji's new neighborhood flew right across the classroom and perched itself atop SRP's mane. He turned around and so did the arrow.

The boys burst into laughter and Babji laughed louder than the rest. "Poovaraghavan get up," SRP yelled mercilessly. "Get out and meet me in the staff room after the class." Babji was trembling with fear. He felt feverish.

"I was under the impression you came from a good family. Give me one good reason why I shouldn't send you out of college?" SRP glared at him.

Babji was on the verge of breaking down. "What crime did I commit sir?"

"Shooting the arrow."

"That was not me, sir."

"Tell me whoI will let you off."

"I am a front bencher sir, I hardly know their names."

"Find out who it was, put it on a piece of paper and bring it to me before Thursday. Only then will you be allowed inside the class. If not, you will be dismissed."

"Now what should I make of this?" Babji grumbled to G. Rangarajan, the class monitor.

"It was D'Souza. Nevertheless, don't betray anyone. These boys play rough. He will break your knees with a hockey stick."

"What should I do *da*? He is going to ask me on Thursday."

"Maybe I could talk to him. But doesn't look like, he will pay heed."

"If I don't tell him, he says he will dismiss me."

"He probably will. Such a grumpy man.! You'd better to make enquires at National if they will take you in the middle of the term."

"They don't have B.Sc Physics *da*."(In those days they didn't.)

"Do something else, BA English or maybe History."

"My appa would skin me alive".

"Learn from the backbenchers. Even if you don't take down notes pretend to do so. You should know these little tricks. He is hotheaded. He forgives anything but he is very finicky about notes. You've had it *da*. Hey what's that bad smell?"

Well, in his fear, Babji had soiled his dhoti. He was too preoccupied to care. He approached Balu for some advice. Balu gave him a dumb suggestion. "Just bunk the next two or three classes of SRP and he will forget the whole thing."

It sounded good. He went ahead with this plan. I did tell him it was a dangerous gamble.

“Fine, tell me if you have a better plan.” But I had none. He decided to skip SRP’s classes until Monday and attend only on Tuesday. Something totally unexpected happened. SRP came to the class on Monday in the place of LKK. Babji was paralyzed with fear.

“Poovaraghavan, get up! Do you think you can get away with what you have done by not attending my classes? Tomorrow you will receive the letter from the Principal’s office.”

“Sir, Please.”

“No excuses. I am yet to see someone as indisciplined as you in my twenty five years of service. Get out.”

Later when we had dosa and coffee at the Peninsular Restaurant, he barely ate anything. He was literally in tears when Gulzar, Babu, Kalam and I were chatting in the Lali hall before the bell rang. He kept wiping his tears with his shirt and cried, “I guess I am doomed. He has decided to dismiss me. I enquired in the office. The Principal has signed the dismissal order and now even SriRanganathar* cannot save me. What should I do? Tomorrow the letter will reach my house by post.”

“How about chasing the postman in the morning?”

“I have thought of that but it’s registered mail. He won’t give it to us. Should I kill myself?”

“Don’t be dumb.”

“I don’t see any other way out...” He sobbed.

This topic came up in Rangu’s shop. “Rangu, give me a suggestion.”

“I can think of only one solution.”

“What?”

“Just go and prostrate yourself in front of him. Hold on to his feet and don’t let go. After all ‘Surrender’ is the way of life for us Vaishnavaites.”

Babji looked at me. “Will you come with me?”

“What? To fall at his feet?”

“You don’t have to do that. Just give me moral support.”

We had to get off before Main Guard Gate stop, walk past the church, cross the road and go behind the ice cream parlor to the staff colony quarters, adjoining the college where SRP lived. Even as we reached, we saw four students waiting for private tuitions with SRP. A young girl came out and asked, “Whom do you want to see?”

“Is the Professor home?” We asked modestly.

“And you are...?”

“Tell him it is Rangarajan madam.”

“How silly! Calling me madam...,” she giggled. “Will you sit down? Appa....some Rangarajan I believe...”

The girl was nursing a six year old kid. Strangely, the boy looked at no one and kept staring blankly at the wall. With the intention of striking a friendship, Babji asked the girl, “What’s the boy’s name?”

“Govindan.”

“Govindu, how do you do? Will you shake hands with me?”

Babji took the boy’s hand. Govindu held Babji’s fingers, shook his hand and let out a short peal of laughter.

“He hasn’t done this in a long time,” she exclaimed.

“What’s wrong with him?” I queried.

“He is been like this since birth. He wouldn’t look at anyone. Today for the first time, he has looked at you. Small head. That’s supposed to be the cause. The doctor says he’ll be all right. He can recite numbers backwards. He gets fits.”

Govindu was playing with Babji’s fingers and laughing. He appeared physically normal. However, his mental growth was stunted.

SRP came out. At home without the bush coat and P.U.Chinnapa’s* gait he had at college, he looked much less intimidating in a simple vest.

“Oh you!” his face stiffened. “Your case is decided. There is nothing I can do. You’d better see the principal and get your dismissal order.”

“Appa! You know what! Govindu smiled at him.”

“Are you sure?”

Now Babji continued to play with the child as if his whole life depended on it.

“Aanai, aanai, azhagar aanai”

(Elephant, Elephant, Elephant of Azhagar).

He sang with his hands on either side of his head, shaking like an elephant with big ears. Govind wouldn’t stop laughing. I saw SRP’s eyes moisten for the first time.

“He has never done this before. I think God is sending a message about you through him.”

“That’s true sir. He is not the sort of boy you think he is.” I cried.

“Why are you crying?”

“He is my best pal, sir.”

SRP agreed to postpone Babji’s punishment by three days. “You have to write down the notes for the four classes you have missed and study them thoroughly. You will have a test on that and if you do well I’ll let you off. And be done with you.”

Babji looked at me. “Three days?”

“Just say yes.” I said.

That was not the end of his problem. He came to my house in the evening to copy all the notes. He came at four and worked all the way until eight in the night. “My God! I need to study all this stuff. How would I do this in two days time?” He was more or less in tears.

“Just mug it up.”

As he left for home, the skies darkened and it started raining. He got drenched along with all the notes he was carrying. He was dripping wet when he pulled at our chained gate. He came in and squeezed his shirt dry. “I am done forever. My fate is dogging me.”

“What happened dear?” my My grandmother enquired.

“The rain has ruined it all paatti. Perumal* is plotting against me.”

“So what are you going to do?”

“Hey... have you studied all those lessons?”

“Not me! I can't teach you.”

“Why is everything going wrong with me? Is it something in my horoscope? Would you call the missing of a day's notes a crime? And be penalized repeatedly for that? Paatti, trust me, I don't even know how to make a paper arrow, in the first place.”

“Don't worry. At times fate does appear cruel. You know the Hanuman Temple on the Amma Mandapam Street beyond Thirumanjana Cauvery, don't you? Go, pray to him that you will offer Vadaimalai*.”

“It's too late for any God to save me.”

“So you think. Why don't you make to the temple right away on your bicycle and pray to Him?”

On his return, the incessant drizzling turned into heavy pour down. It rained cats and dogs. A low pressure in the Bay of Bengal had grown into a cyclonic storm bringing in heavy gales throughout the night. One could hear the windows banging loudly in the storm. Balu, the man next door went out with his umbrella which was lost in no time. He would have followed suit had he not let go of it. As the cyclone strengthened, we lost power supply. The telegraph poles bent over like hairpins. Near the Chithirai Temple car stand, a tin sheet blown away in the wind went helter-skelter all over the Chithirai Street and finally crashed on the roof of Rangasamy Konar's house, damaging the tiles. No one could go out. Babji stayed back and mugged up all the notes under the hurricane lamp. That night, he slept with us in the hall.

“Not a damn thing registered in my brain.” He groaned.

Next morning, power supply resumed. When we switched on the radio, we heard that schools and colleges would remain closed for a week.

“Tell me what happened. What did SRP say? I have forgotten the details.”

“We had a week's break following the cyclone. I studied the lessons thoroughly. But he called off the test. Rangi, you know something?”

“What?”

“Your paatti asked me to make a prayer to Hanuman, right? I really did that. And it paid off too, you see.”

“What do you mean?”

“Who is Hanuman? He is son of Vayu, the Wind God. And it was the cyclone that saved the day.”

“Nonsense! And coming from a man who lives in America! A cyclone sent from heaven to help Babji and in the bargain cause havoc all the way from Srirangam to Nagapattinam. I am sure He has better things to do.”

“Well. This way the world looks more romantic, doesn't it?”

“I don't think so. Did you see SRP again?”

“Once, when I went to Srirangam for my father's funeral, that boy Govind died due to uncontrolled seizures. The grief ate SRP up. Not the same man who had given us the shivers in college.”

The night was setting in. His wife came towards us.

“Are you guys done? Why did you people send this man to America?” She joked and helped him into his jacket.

“Today a Prozac and a Dilantin would have saved him.”

“What’s your line of research at Berkeley?”

“Neuropharmacology. Postdoctoral research. I have written papers on Attention Deficiency Syndrome, Paraplegia, Epilepsy and Mongolism and I have patented a methylphenidate like based drug. I am yet to learn the art of making a paper arrow, though,” He laughed.

“The name of the new drug?”

“Govind”

2003

Acknowledgement: The original is in Tamil written by Sujatha Rangarajan. This story is from his collection "Srirangathu Kaidaigal".

GLOSSARY

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| Lambodara: | the first song (a geetham) on God Ganesha taught at Carnatic music classes |
| Aeroplane pandi: | a game similar to hopscotch |
| Killithattu: | a game played with two sticks |
| Navarathri: | a Hindu festival celebrated for nine days |
| Navarathri Kolu: | the steps decorated with dolls and idols during the navarathri festival |
| Thairvadais: | nerds (mainly Brahmins) were referred to as Thairvadais which is a southern delicacy made of pulses and soaked in cold curd |
| SriRanganathar: | the God who resides in Srirangam |
| P.U.Chinnapa: | a famous drama artist, actor and singer who ruled the Tamil screens in the 50s |
| Vadaimalai: | a south Indian delicacy made out of pulses and offered to God, especially Hanuman, in the form of a garland |
| Perumal: | popular form of reference to Vishnu |

My Life

Geetha Venkatesh

I know this is the moment.
All Clear! NOW!

I sprint across the road before any hindrance should come by. Yes! I have made it! Had I lost even nanosecond thinking if I should or not, I would not have made it. Now I'm safe. I slowly jog along. Now there's nothing to hurry about. Vehicles zoom past. Nobody notices me. People are always busy with themselves. Not a soul notices who shares their way. Maybe it's the vehicles that stop them from noticing things around?! Hmmmm.... maybe, yes. OUCH!!! What's that? "You filthy thing! Can't you watch where you are going? Nasty, good-for-nothing.... Off with you!" The person goes off mumbling. Okay, I was a little careless. Missed him while watching over others on the road. Why couldn't have he been more careful? Were his eyes shut or wandering yonder? Maybe I should go on to the other side. But it seems too dangerous to cross the road now. God, help me!

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3 . . . 2 . . . 1 . . . NOW!!!

Screech!!! . . . Scram!!! . . . Thud!!! . . . Crash!!!

"Hey! You...!" "What happened?" "Look!!!"

"The whole city is full of these filthy things!!!"

"Hey, the police!!!" "Move on!!!" WHEE . . . WHEE . . .

The air is filled with sounds of horns and sirens. What' wrong with me? I'm not able to move!!!

Oh, God!!! My legs!!! I'm hurt!!! "Somebody help!!!"

I wanted to scream. But all that came out was a whine. Vehicles overtake the place where I lie. Several minutes pass. I'm almost on the verge of blacking out. Wait! A tender pair of hands seems to caress me! "OH! You poor little thing. Are you hurt?" That's the kindest of voices I ever heard. "Come. Let me help you. Taxi!" A taxi pulls up. "BNM clinic, please." The tender hands cuddle me. "Don't worry. You'll be alright." I whine and wag my tail out of gratitude at the face with a sweet smile as we move towards the best pet clinic in the city - BNM!

As they say, it really is a dog's life

True Self Freedom

Neha Divekar

A wittier thought provoked,
parched - soil of heartless desert.
Righteous feeling governed by an action was implored.

May be truth or may not be
but what matters is detachment.
To gain a mightier spirit
just like Christ, Buddha or Lord Krishna
: be selfless without gratitude.

Impressions of one's soul
good or bad, surfacing is banned.
To influence a saintly character
Why to have a morbid affection like a slave?

Shan't we like to be masters and
live in disinterested way?
Why to have a terrible bondage?
Why not be a real sojourn ripe with new experiences?
Nature is for soul, not soul for Nature.
Only follow the path of the supreme to gain bliss.
It is not annihilating but true emancipation!!

..Yet I must Dream!

Rimni Chakravarty

I welcome myself to the world of dreams,
 Freud had called it the “royal road to the unconscious” flowing like the streams;
 All those ungratified desires than would find fulfillment,
 As it had illumined Coleridge with a vision to paint
 The story of Kubla Khan in Xanadu building a castle
 No, I need not have to tussle
 Life is smooth over here.

Dreams float by, as does a gushing river
 Devouring lands like the warrior,
 And speeding on the horse back winning those laurels: the throne, the crown he emerges
 victorious,
 But holding the branch of olive does he not become oblivious?
 About how his sparkling eyes and broad smile could vanish in a short while.

Like elves elusive as ever dreams flatter as also shatter,
 With a heavy thud I fall on the thorny bushes of life
 I bleed, as the oozing blood gushes
 I groan, moan and to more than thousand pieces torn,
 At last caught up with septicemia I am left to die.

...But still I dream and will carry on to the day's infinity,
 And hope that death would help me sail in an alien land of beauty:
 The lush green fields, whizzing of the breeze, murmuring leaves, gurgling of the fountains,
 the hip hop of a young dace playing summer salt on a pond full of lotus,
 Where the ducks swim, the prime rose red flutter beneath the deep blue, the clouds
 trails like the patches of white cotton and down the cat skin gently nod by, while the
 chamomile spread the fragrance, the beating of drums announce the homecoming of the
 Mother Goddess and her family:
 All is a pageant of glory and grandeur,
 But to me it is only a dream.

Yet I must dream.
 Only than could rise above the mundane existence,
 And in those moments of trance,
 It will breathe back to life.

Reborn and rejuvenated when I grow,
 I will dream coz it is the only rudder to soar,
 Up in the kingdom of the Ninth Heaven,
 Unknown of agony and pain
 I will then wait for the pitter-patter of the rain to sweep me beyond the abysmal deep,
 A lullaby that caresses me down in a sound sleep,
 Then I will dream again and sail to eternity

Psychic Cauldron

Dr. K.R. Sujatha

The alarm started to ring and Rameela switched it off with haste as it will disturb her kids and husband in deep sleep. She lay down for some time. Then she got up feeling her body ache with yesterday's strenuous work at the office and home. She refreshed herself and went into the kitchen. Switching on the light she saw her Mother in law sleeping in the adjoining room stir because of the light. Starting the day's chores she was in constant move between the kitchen and the inner room where the refrigerator was. After completing the cooking she felt so tired that she thought of her own cousins who were homemakers, in spite of their education.

"What is wrong with me? Why does God make me toil like this when others are happy?" was the thought that was running in her mind as she was plaiting her daughters' long tresses.

"What happened? Why are you so morose?" Her husband Rakesh asked as he was eating the Idlys.

"I feel so tired and I don't feel like going to the office today."

"If you don't go, a day's salary will be cut. So you take rest in the evening."

"Yes, you will coolly ask me to take rest in the evening. But will anyone let me take rest? I want to quit my job and take a break so that I can relax."

"For that you need not have gone for higher studies at all. You could have stopped with school or an under graduate course."

"You will never say that I don't have to work and your mother will always be complaining about the unfinished work at home. So the result is that I bring money and get scolded for it."

"Shut your mouth and Quit if you want. Don't complain."

Ramila instantly shut her mouth knowing that the next word she utters would bring in a confrontation. Silence had always been her way of showing her protest and anger. So she continued and the whole atmosphere was pregnant with tension. Everyone was quite and the kids left for school and Rakesh dropped her at the bus stop.

Rameela reached the office on time and she was informed that the problems of the previous day had been solved. She was so happy to hear that she had got Sreenoj as her project manager for the next one. She knew that they got along well, though there were some differences of opinion. She congratulated him and both of them started to plan. They had nearly decided on a plan of action when they were called by the manager.

"Mr.Sreenoj I have some plans for your project. So I would like to know your plans and finalise the course of action."

"Yes sir, we have planned to do this with new software that an engineering college student has developed and it would be useful for both the students and the company that is going to use it. The college has also agreed to spare the students for this project and it will release some of the funds it has received from AICTE."

"That's good. I would like you to list the requirements so that it would be easy for us to start at the beginning of next month."

"Ok sir, we will do it."

As they were going towards their cabin they were all plans for the project. Rameela took a paper and started penning down everything that they needed. They had hardly finished their work when they were called once again by the Manager. They went into his room.

“Please sit down. Just now I got the information that the project that you are in has been cancelled and another project that Hameed is doing has been approved. So the MD wants to know whether you can be put under Hameed.”

There was pin drop silence as none spoke for some time. Shocked, Rameela and Sreenoj were speechless. The Manager watched the way they looked at each other. His situation was so delicate that he did not want it to prolong. As the head of the institution he knew that situations like this must be managed very carefully. So “Take it in the right sense. Our management is actually for retaining you people. That is why they have not asked you to go right away.”

“It is an indirect way of sacking us sir.” Hameed started to protest.

Rameela asked “Why should we be under Hameed sir? We can be accommodated in some new projects so that we don’t have to work under a junior and a project that we don’t have any idea about.”

“You can try that Madam. But at present there are no new projects and naturally the company has started its cost reduction method.”

“We were recruited after an interview. Every employee must be given some time before such decisions are taken. They also need time to adjust their lives. Don’t they? Three months earlier you asked for our willingness to continue because you need time to find new people. The same holds good for us also. Isn’t it?”

“Yes, but the management is not interested in the project that you have undertaken. So don’t feel bad and take it in the right sense, sir”

“Anyway you have decided and we cannot do anything as it is a private sector. Yet I would like to say that this is not fair.”

Silence was the only answer Hameed got from the Manager. He knew that no arguments of his were going to bring drastic changes. His head started to spin thinking of what he was going to do for the next month. He thought of the policy that he had taken for one lakh to reduce income tax. What was he going to do to pay the installment for Housing loan that he had claimed? He could pay them but at the cost of his family’s expenditure.

Rameela’s thinking was on a different line. She thought of her husband who would question her as to why this happened. He would find fault with her for arguing with the Manager and he would not understand what was actually happening at the office. He would make her feel guilty for not being employed in spite of having the qualification. An angry retort from her - “Why do you want me to work? We can manage with what we have!” - would start a quarrel or a sermon about the expenses that they would have to meet in future for the sake of the kids. For all that, she knew that they were not struggling for livelihood. Yet she was so distraught that she did not know what to do. This was such a shock for her. She did not want others to look at her with a sorrowful face or pity. She was not sorry for herself. The thought that she would have to answer the queries of kith and kin sent shivers down her spine. She groped her brain and found nothing for an answer. Her head started to ache with the pressure of it.

The Manager was giving them time to assimilate the truth of what he had passed on. His experience had taught him that the employees react like this. He could predict what their

next emotional outburst would be. They usually felt angry, then argue and then cursed him even in front of his face at times. In the end they would get resigned to their fate. As a human being he knew that these things were not fair as some were sacked for personal whims and fancies or for survival strategy but as the Head of the institution he had to bear the brunt of his position as the manager. So he waited for them to leave the room so that the tension in the air would subside. So he smiled at them and said, "Meet the MD if you want to. He will be here tomorrow at 10.30am"

Hameed and Rameela walked out of the room without saying a word. As soon as they stepped out Hameed said, "This man is playing games. He is sending me out as he wants to bring in a relative of his in my place."

"What are you saying? Is it true?"

"Yes, absolutely. I got the information from a friend of mine. This candidate has approached the manager with strong recommendation."

"Whatever it is we have to think about our next step. What are we going to do? Are we going to meet the MD or shall we accept it?"

"Why should we accept it? We will meet the MD, clarify certain things and then we shall decide."

That night Rameela was twisting and tossing in her bed. Though she had prepared herself mentally she was seething inside as luck did not seem to favour her in anyway. She thought of all the things that she had not received that were due to her because of others' faults. Yet she was helpless to do anything about it. The incidents that brought great financial loss, mental & physical anguish played again and again in her mind. She could understand that her husband was tensed after hearing the news. This kept her awake throughout the night.

Next morning as she stepped out of doors to leave for the office her husband said, "Try to find ways and means of continuing in the same company as no other company offers as much as this."

"See, that is not in my hands. I have done what I can. If they sack me I will come home and take a break. That is what I will do. Don't ask me to beg the Management."

Her husband shut his mouth promptly and dropped her at the bus stop.

As she entered the office her colleagues instructed her to meet the MD as he had come on that day. When she went into the room the MD said.

"I am sorry. I cannot pay you. I have to resort to cost cutting measures. That is why I am relieving you. If you want you can join the project that I suggested or else you have to quit. I have no other alternative. So, please understand my position."

"I understand Sir, I know you have taken the decision and I cannot change it. At the same time if you had said this earlier I would have searched for other opportunities but you are saying it now and how will I find another job or alternative?"

"I do realize that it is going to be problematic. But I am helpless and I can do nothing about it. Running a company is not so easy and so giving you a salary is not possible without a project. If you want you can join the other project and earn money."

"I'm sorry sir. I do not want to do that. I would like to say that I have done what I can. If we start on the project it would bring a good inflow of money."

“Will it be equal to the pay that you receive?”

“No, Sir. It is impossible but I got the project sanctioned in spite of the adversities and practical problems.”

“What I want to say is that you should consider this company and be as committed as you would be as if it is your own. Ok I will give the infrastructure that you need for the project. You do it and keep the money but do not ask for salary.”

“That is impossible sir, I don’t want to do it. Thank You Sir.”

Rameela was drained off her energy when she came out of the room. She did not know what to do. The tension made her look old and haggard. So she dragged herself to her cabin and sat in her chair. She pondered over the pros and cons of the situation. Reminiscences of all the difficulties that she had faced came rushing to her mind. As her eyes roamed aimlessly without actually seeing, it fell on a book on the nearby table. Not wishing the others to see her pathetic face she pretended to read it.

She started to wonder why she was not elated about losing the job. In spite of the fact that, that was what she wished for the previous day she did not welcome the idea of staying at home. Was all her jealousy for her cousins a fake? Her efforts to decipher an answer became futile. Her contemplation brought the insight that women of her generation were suffering from the pangs of transition. They wished to have the cake and eat it too which was impossibility. When the thought struck her, her perception took an entirely different course. She decided that she would not complain again to her husband and try to make both ends meet by balancing personal and official work.

“This company that refuses to give me a chance to prove myself is not the whole world or the end of the world. There is a world outside that can accommodate me somewhere. May be the pay would be less but the satisfaction would be more. We as a family can live happily if I do not work. Instead of taking this as the worst that can happen to me let me look at it as a chance to be with friends and relatives whom I have not been with for a long time. Let me enjoy the time with my family and relieve my mother in law who is always complaining about her inability to do household work. This would lessen the rift between us and we will be able to eat homemade dinner instead of buying from outside time to time. Some financial burden would be there but it could be solved easily by cutting down some of the expenses that we have incurred just because I also earn.” Taking this decision she convinced everyone around her that she was going to take a break. So her sacking did not have a catastrophic effect on the family and few months passed peacefully.

Rameela’s life took a new turn after that. She joined a new firm that offered more than she was getting in the previous one and her success stood proof for,

Beauty of life lies in not only savoring the sweet of success but also in the attempts to solve and overcome the problems that we face. These problems show our real caliber and persistence during adverse times. These over powering of life’s hurdles make life worth for living.

Hesperus*

Vishal Kumar A. Joshi

O first bright spot!
You herald the approaching night
Having bade farewell to the last beam,
Come to me and show me-
My other-heart's sight.
Is she gazing at you as I?
Tell me, tell me, please reply...
Dusks are those still in my eyes
When we made you our love's sign
Yes, you were the bridge in the skies
Walking on which a world we imagined
To reach near the Bliss of Nature.
O Hesperus!
Now the world we have apart
Neither she nor I reached that part
It's you, only you still in front of us
O Hesperus !
And the joy dwells in our hearts...

*An evening star

The Voice of marginalized Society in the Short Stories of Sundara Ramaswamy

C. Arun & Dr. V. Peruvalluthi

Introduction

In Tamil modern literary circles, Sundara Ramaswamy (1931-2005), is a versatile personality. He still remained a stylist, but his concerns took new directions and his language acquired a solid texture, retaining a powerful and pointed humour. His short stories focus on reforming the taboo-ridden and valueless Tamil society. In his writing, he reveals his deep understandings of complex feelings of the people, the mysterious human personalities, marginalized people in the society and the innumerable changes of life which come from his careful watching. He also concentrates on thrills of human life and he tries to bring out the meaningful and meaningless patterns of existence. He is very sharp, philosophical, ironical and tactfully treated in his works. He could register the marginalized people, excellent features of personalities by his keen observation.

He is sympathetic and compassionate towards the fellow sufferers as well as a serious writer with an ulterior motive of changing and improving the human life. He scorns at the mistakes, wrong doings, ignorance and various other melodies of the social life. No doubt he is versatile biographers of social history of his periods.

Marginalized Society

As Amartya Sen depicts “The capability perspective on poverty is inescapably multidimensional, since there are distinct capabilities and functionings that we have reason to value. I would suggest that it is useful to investigate the literature on “social exclusion” using this broadly Aristotelian approach. Sundara Ramaswamy wrote about the darker side of life of people. In the society, the people are struggling to overcome from inhuman activities, brutal behavior on man and caste.

His book is an interesting read for those who wish to understand the deeper characteristics of the Tamil society, especially the poorer sections. In other words, it is a book that portrays the apparent color and vibrancy that in the recent years has been associated with the Tamils. Most of the stories in his book project the pathos associated with the lives of common people.

His earlier short-stories, with which he began his writing career, influenced by Marxist philosophy transcended the rigid perceptions normally seen in such writings in Tamil like “Tanneer” (“Water”), the pain of the farmers, how they were suffered a lot without water, is the major theme. The villagers became rebels and turned to against a big hitter of the village. He refused to give water. Though the new dam was built, the villagers could not get water. The rebels were arrested eventually for their deeds. That was they made a way to flow water for their fields. They were cornered but they overcome it. Water is the life in past and present and it is denied by the powerful man and people were cheated. When they realized the truth, they got water by making the way for water to their fields. They longed for water and came to know that there is water in the dam. The villagers came to know and they said;

“Water is in the dam”
“Water is in the dam”

If they get the water, it will be enough. The field will give yield; they will be in safe. (Ramaswamy, Sundara, 23-24)

The rebels were disappointed, especially Vellappan and his friends understood clearly. The secret of the big hitter is leaked by the servants. Vellappan said,

*What should do? What can do? "Go home and bring shovel!"
"Why?" said Thanu Moopnar.
I will tell you later .bring it quickly...
...We don't against god! It is not our business .we did not say that water
should not be used for god. We said," need the water for crops... (26)*

Thus water is the life and it cannot be denied and controlled easily by anyone. As Thiruvalluvar says "world is not to be without water" and the world is not imagined without the agriculture likewise the people without the water. For the farmers water is the God. But it was refused.

Sundara Ramaswamy revealed his natural instinct for both form and style. He is by nature a stylist. His inspiration derives partly from Pudumaipithan, the writer who ushered in modernity into Tamil literature. Right from the beginning, Sundara Ramaswamy developed for himself a unique sense of narration, marked by a keen sense for local languages and honour. Thus, his stories were delightful and compelling. His most of the stories are dealt with political, cultural, ill-treated society, economic and gender issues.

Many writers don't believe that their passion for writing is a reflection of their passionate interest in society and fellow humans but he differs from them. In India there are all kinds of people who justify all kinds of inequalities and superstitions. We as a society have been desensitized to divisions between the rich and the poor, the educated and the uneducated, between men and women, villagers and urbanites and above all the numerous caste divisions. Advocates cleverly quote literature or religious works to justify Sati, Untouchability or cruelty towards animals, earth and nature. He has more respect for faithful conservatives than untruthful progressives.

The connections are immediate". Inhuman act towards a beggar without mercy is identified in his "Porukki Varkam" ("Beggar Community"), A poor beggar (orphan boy) is licking and eating the remaining from the leaves thrown out of a hotel. Without any cause he was beaten brutally by the hotel owner's son who is a college student. It is another ill treatment of human beings. No one is supported in this selfish modern world but problem faced people like the boy in this story, who had food from the dust bin of the hotel which is kept in front of it. He was enquired by an old man and he asks

*"Why you are crying?" asked the old man
"He bit" answered the boy, by showing the hand towards the hotel.
... see there the police man is standing. Go and tell him ...fool
A man who tips over the basket laughed he seemed to be he does not study
the world.
"Hey! Is Police department supporting for him? What you said, mad!" (43)*

But he was supported by another beggar who had no support when he was beaten by the hotel owner once. Rich or poor both are the same in the society. How a writer influences society is important. We often find writers who crave for power and shamelessly justify their acts while blindly following the footsteps of politicians. If a writer is insensitive to social injustices, he cannot be a good writer, since sensitivity is a fundamental quality of

a writer. The boy from this story is an orphan even he was not allowed to take food from the dust bin; it was the ill treatment to him.

Sundara Ramaswamy wrote well appreciated short stories like “Pillai Kedutal Vilai” which received Tamil literary world’s attention in large. Some of the women of Sundara Ramaswamy are perverted in sex and knowledge and some of them remain as slaves of time and culture.

In his “Pillai Kedutal Vilai” untouchability makes Thayamma speechless. The distance between men created by the caste system is now widening to create lifeless life in it. The distance between men created by the caste system is now widening to create gulfs among religions. Every man has become suspicious of his neighbour and spontaneous interactions have pretty much disappeared. The message we get from society is not to deceive ourselves by loving our brethren, but to be cautious and clever when we deal with others. Untouchability is the major problem in the society, In “Pillai Kedutal Vilai” Thayamma belongs to lower caste but has higher status in her studies. No one is ready to marry her because of her study and she was punished without enquiry once in the school where she was working as a head master. She was beaten thus it is clearly known that low cast people are ill treated and she was refused her right of speaking but a clear dried person she came back to her native after a long gap and she died without revealing anything. It is narrated to the narrator by Thangakkan, is a tailor and part time reporter and researcher. And he describes;

...It is time’s game. She plucks lotus. She wants to study. How did she get desire like this? Wonder for wonder. No one was literate in her generation... (813)

Thayamma did not get married. The boys failed in every class got married illiterate girls. No one is ready to marry her. Those are fools who have fear to marry literate girls. (816)

Some time unrevealing statement has value and Thayamma only knows the truth. Innumerable strands of ethnic, regional and universal experiences are woven together in which the short story emerged as the definitive genre of modern Tamil literature, many others who have encapsulated the joys, sorrows and peculiar challenges of life in Tamil Nadu. Some writers and critics had different opinion about Sundara Ramaswamy. “Sundara Ramaswamy has used the language of the majority of the people. Despite the syntactic orthodoxies which continue to privilege written Tamil, ignoring the tut-tutting of purists, Ki.Rajanarayanan. Poomani T. Janakiraman, and Sundara Ramaswamy have succeeded in establishing in literature the place of living speech as it manifests itself in changing urban and rural dialects”. (Surya, Vasantha). There is no second opinion that he was a trend setter in Tamil literature in the narrative techniques.

Conclusion

Sundara Ramaswamy’s unique experiences made him interested in writing the short stories. The bitter experiences which he failed in life have had remarkable impact in his short stories. The subject matter, the character portrayal, the descriptive methods of writing all these are traced from him. The situations and circumstances of the writer compelled him to write short stories. He has identical characterization. The orphan beggar from “Poruki Varkam” (“Beggar Community”), the villagers from the Water and Thayamma from “Pillai Kedutal Vilai”, are the identical characters in the marginalization. The author suggests the solution for the problem of villagers and the orphan boy but it is not given to the Thayamma. Water is taken from the big shot whereas it is denied in the beginning. It is clearly found that fight for the right and as Aristotle says that man is

gregarious animal, it is visibly known that even beggar has a support from another. Squinted eye beggar was the victim and evidence of the rude behavior of the college student's father, is the owner. Finally the owner and his son have been felt sorry for their attitudes, is the message for all that powerful people can be defeated by the right cause if anyone has one supportive. Supports should be essential for squashing the marginalization. These are the examples of his thoughts which are defined about marginalized society. Sundara Ramaswamy reflects and be a reformer in this Tamil society. The reformation was made in the minds of readers.

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Niranjan Mohanty: A Poet of Orissan Culture

Dr. Asween Kumar Singh

Niranjan Mohanty (1953-2008), Professor of English, a younger Indian English Poet from Orissa, a frank critic of Indian literature in English is fascinated by the Indian heritage, myths, and legends. He is firmly rooted in the landscape of his native land Orissa with a primarily rural and romantic sensibility. Mohanty has a deep faith in Orissa's culture, its history and religion, landscape, contemporaneity. He paints his poetry with different images with tonal variations and rhythms. He is perhaps influenced by the poetry of Jayanta Mahapatra and Dylan Thomas.

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Dr. Sailendra Narayan Tripathy rightly compares Dr. Mohanty with Dylan Thomas: *Niranjan Mohanty was our Dylan Thomas. Balasore in Orissa was his Swansea in Wales. Both were inspired by T. S. Eliot. Like Thomas, Mohanty's major theme was the unity of all life, a unity out of diversity and he celebrated this unity. Mohanty's poetry flours from Orissa's folklore. (Tripathy 10)*

Niranjan Mohanty was born on 12th, April, 1953 in Calcutta, where his father served as an employee in a press. His early education started in Calcutta in a Bengali medium school and later switched over to his native village Basudevpur, Odisha. As a bright student of Science, he was qualified to take admission in medical college, but money had become a constraint for him. But he was fascinated to read English language and literature. From the very beginning of his life the death of his younger brother, his grandmother, and nephew shocked him. Perhaps this continues to haunt him, and this was the beginning of a young boy as a poet Niranjan.

Mohanty was awarded with International writing Fellow at University of Iowa, USA in 1994 and Senior Fellow, Department of Culture, Govt. of India, 1994-97. *Silencing the Words (1977)*, *Oh This Bloody Game! (1988)*, *Prayers to Lord Jagannath (1994)*, *On Touching you and Other Poems (1999)*, *Life Lines (1999)*, *Krishna (2003)*, *Tiger and Other Poems (2008)* and *A House of Rains (2008)* are the poetic collections that Niranjan Mohanty has left behind him. As a translator, he translated from Odiya and Bengali to English, and Odiya to Bengali. The Central Sahitya Akademi, New Delhi has published *Nirjhar*, a volume of 60 poems of Jibana nanda Das in 2006. These poetic volumes prove his worth and identity as a creative artist and a translator.

In an interview to Contemporary Vibes, Niranjan Mohanty speaks how he is influenced by Eliot, Pablo Neruda and Wallace Stevens in the formative years. The intensity in the lines of their poems hypnotised him. The seer magic of words and the rhythmical beauty which they have created were the sources of his inspiration. Keats and Donne became his favourite in later stage of his life. As he states:

life is the central theme in my poetry. The morality we live in and breathe in and whatever shapes or moulds punctuates- time, death, absences, loneliness, the inner struggle and the burdens of uncountable dreams constitute the themes of my poetry. (Contemporary Vibes 27).

Mohanty's works prove that poetry connects the people. According to him:

*poetry is perhaps a blackboard
where white whispers of hearts
get recorded without one's knowledge !
(Touching 69)*

He compares his poetic creation with a river which transforms his inner pangs, sufferings, agonies, joys and sorrows. By expressing these he wants to think himself as a part of the tribe.

*Perhaps language is a river now
Where I can swim and float any way I like
Only to get a feel that I'm a part of the tribe
(Prayers to Lord Jagannath 37)*

He shows whatever he conveys in a language is not his own but the spirit it bears is his own. Like post colonial poets, his poetry, at its best, is quest for identity. The confessional statement of Raja Rao in this context is more appropriate: "we cannot write like the English. We should not. We cannot write like only as Indians. We have grown to look at the large world as part of us. (Kanthapura V). He conveys the various shades of life, to communicate his experience to see man and his world as they really are without any pretention. The lines from "Prayers" reveal:

*I know that my English is no English.
The music I seek in the words
Or in their premeditated silence is not English.
It's half – Orissana , half – Indian.
It gives me the flavors of watered rice,
The fragrance of plough – shares and soil.
I choose to write in English, not to go
Beyond the seas, but to meander here
Live the light at the day's end
Among the jasmine whiteness
Of my ancestors. I choose it to make it possession.
My very own, my priceless possession.*

(Prayers to Lord Jagannath 75)

Mohanty's natural instinct to write poetry gives a new flavour and he tries to establish himself an Indian poet writing in English. The images of contemporary India emerging from his poetry are colourful and exotic.

Keki N. Daruwalla sums up:

The Indian poet tries to give shape and order to his experience and extract some harmony out of the chaos around him. He faces up to his problems and seeks his identity in the country and its incongruities. His concerns may be narrow, but they are almost never trivial. (Daruwalla xxxiv)

Niranjan Mohanty has adopted English as the efficient mode of expression with a special Indian English to express his emotions. . As he states:

life is the central theme in my poetry. The morality we live in and breathe in and whatever shapes or moulds punctuates- time, death, absences, loneliness, the inner struggle and the burdens of uncountable dreams constitute the themes of my poetry. (Contemporary Vibes 27)

His loss of brother, sister and grandmother and father preoccupies 'absence' in his writing. The knowledge of absence makes the presence meaningful. Mohanty's poem, 'Home', contains 12 small parts which offers a meaning and certain location to home in

different manner. For him Home is not simply a house of brick and cement. It is an emotional factor where formality is not adopted a way of life. For Ezekiel 'Home is a place, where we gather grace'. But for Mohanty 'Sweetest and the best all possible nakedness/is home (14). So to him possible nakedness – nakedness in nature, nakedness in relation – seems to be sweet. Home is 'the beginning and end of sorrows and seas (14) and at the same time home seems to be "an Indian Air-Hostess" (16)

Oh This Bloody Game!, unfolds different layers of living with a deep-rooted purpose. Loneliness, suffering, obsession with the fear of death are some of the ideas he deals with. Mohanty is a product of the Indian tradition, and he undertakes all the responsibilities that make a man truly Indian. He respects his elders, pays homage to them. But he criticises the nature and attitude of his family members in general and wife particular, who fails to understand him. The touch of selfishness hurts him very much.

He states:

With yours I've only learnt

No one loves me without selfishness:

And not even my wife who shares only a part

Of myself, but not myself. (4)

His articulation of contemporary reality is perfect. He has given words to the experiences which he has accumulated through minute observation and prompt reaction.

In '*Prayers to Lord Jagannath*' the poet glorifies the Jagannath culture, Orissan culture, the culture of humbleness. It is a meditative poem which explores and celebrates humanity. It is a culture that demonstrates communal harmony and religious tolerance. He wishes to live for others:

Only to feed

Those who die of hunger

After flood or bloodshed or drought (Prayer 58)

Jagannath culture respects all religion and believes in 'Karma' and 'Dharma'. The purpose of dharma is not only to attain a union of the soul with supreme reality; it also suggests a code of conduct that is intended to secure both worldly joys and supreme happiness. Every person is responsible for his acts and thoughts, so each person's Karma is entirely his or her own. Mohanty believes on this theory.

As he writes:

You already know, Lord,

I'm an Indian, an Oriya.

I respect all religions.

I'm bound by Karma and Dharma.

I believe in fate. I believe in

horoscope and palmistry. (Prayer 143)

There is an autobiographical touch in this poem. He admits that he believes on fate and superstitions like every Indian but as a rationalist, a student of science in the formative days, he dissects the bellies and brain of toads, cockroaches and earthworms.

And at times I'm Superstitious,

Although I dissected bellies and brains

Of toads and cockroaches, earthworms (Prayer 143)

As a humble Orissan, Mohanty believes that the true measure lies not in material pursuit but in spiritual quest of life. He believes on the co-operation, liberty, equality and fraternity which form the spiritual ethos and social fabric of Orissan people. Like Parthasarathy's "Home coming" and Jayanta Mohapatro's "Relationship", Mohanty's "Prayers to Lord Jagannath" recalls the panorama of Orissa's heroic past. He wants to glorify his racial past and at the same time he expresses his personal experience in an alien language with the wielding of the tools of images, symbols, phrases, rhythm and idea.

His *Life Lines* (1999), contains 44 poems where Mohanty acquaints the readers with the inner self and self beyond, without losing the touch of reality. Thematically and technically, it celebrates life presence and absence. The use of striking phrases, alliteration, metaphors and similes, Indian words and figures, myths and religion, gives Mohanty's poetry a native flavour.

In *Krishna*, (2003), he shows Krishna's love for Radha, but the poem attributes human qualities to both the personalities. It presents the picture of a woman's predicament in male dominated conservative society, where a woman is treated as a second rate creature. The compatible relationship between man and woman, love and dedication, are essential to keep them together. Krishna and Radha are icons for all men and women who find solution in love. He calls 'love, a human phenomenon, which can be divinized only by living in it'. Besides this the poem Krishna speaks poet's faith on God, the immortal flute player who is 'the maker of time, the caretaker of seasons and the sun/ ... the creator of space and earth, fire and water (34). Mohanty has deep faith on Lord Jagannath (the incarnation of Lord Krishna) like people of Orissa, and writes: "You are the beginning of my day. /Of my dusk and darkness. You are my pilgrimage, my hermitage".(46). This poem has also shifted the focus in making Krishna the narrator. As he writes:

*I'm Krishna. Call me Lord
or a fraud. I won't mind.
I'm the guide, the guard,
The guardian of love. (78)*

In the 'epilogue' he writes:

*I searched you here, there
And almost everywhere.
Nowhere I found you.*

The poet's love and devotion for the god leads him to search everywhere which records blue whispers of hearts.

'A House of Rains', (2008) Mohanty achieves a distinctive milestone in his poetic journey. In foreword to 'A House of Rains', he states: "poetry enables me to connect, ennoble and enkindle me to relate myself to a flux that is inescapable, to a centre of faith that is interminable" In an interview to Jayadeep Sarangi, he states:

*I am spiritual at the core, as a human being, but I am reluctant to go to a temple,
always – the rocky ways, the distance, the crowd, the rituals.(Contemporary Vibes 27).*

Though he never goes to the temple, he envies those who go there. In a comical way he asks a typical question to everybody who visits temple and performs holy rites to become pious.

He writes:

I never go to temples. I envy
Those who go. How nicely they go pious
Ringing the bells, swaying holy flowers
Perhaps, it's fear –
the gist of my existence. (Rains 74).

On another occasion he writes / asks:

*Which temple shall I visit at day's end,
For I know not how to pray, what to pray for? (Rains 119)*

Mohanty's inner urge to find God in this materialistic world leads him to this prayer and his quest and means for salvation. The poet in Mohanty hears the sound of prayer in the drops of the rains that patter on his house of rains. He has used 'rain' as a metaphor to connect present with past, pleasure wrapped in grief, imagination with reality. He often comes to the house of rains which certainly offers him relief and motivates him to face life. The harsh, a reality of life represents in this volume is ecstatically simple, transparent and lucid.

In *Tiger and Other Poems* (2008), the poet uses tiger as a metaphor of beauty and ugliness, violence and virtue, good and evil, fear and fearlessness. He uses tiger to show various layers of human mind. He takes tiger as a medium to connect the present with the past and past with the future. Tiger as a symbol represents pride, cruelty, revenge, restlessness, chaos and insecurity. The poet feels his dreams and desires diminish under the threat of tiger. He has taken tiger as the theme to portray the various pictures of contemporary life. Though tiger implants fear in everybody's mind, at times it creates fearlessness. He warns everybody to be cautious and remain away from the animal nature to lead a peaceful life. Tiger presents everywhere. We should guard ourselves from such tigers to enter our 'mind and heart'.

While paying a tribute to the departed soul of Niranjan Mohanty, Charusheel Singh writes:

Whether it is Life lines or his last collection "Tiger and Other poems", Mohanty remains a poet of the common people. His germinative powers border on a poetic mythology which just falls short of an Aurobindo or Tagore. Mohanty thought enough but when he thought, he discovered that he was still a native of the soil tilling his land furrowing through the maps of his sensibility which still smacks of the reek of the human. Mohanty has no pretensions with language; his simplicity is his strength, and, may be, his weakness, too. (Foreword)

In the present perspective it is obvious that Niranjan Mohanty as a native of Orissa valorises the Jagannath culture, writing in English have a definitive and distinctive vision. His poetry remains fresh, original, and meaningful and has never away from the environment, society and everyday life, which is filtration of his humanity. He wishes to write as long as he wishes and inhale the fragrance of words and silences.

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Psychological Realism in Githa Hariharan's 'The Ghosts of Vasu Master'

M. Balamurugan

Introduction

Githa Hariharan has shown fine distinction on writing her second novel 'The Ghosts of Vasu Master' which portrays the impact and importance of teaching at the school level in addition with, she depicts the difficulties faced by the teachers psychologically after they hang their shoes especially, whom they would meant their soul for teaching. More over the depression begins in psychological manners circled on by retirement, the feeling of inflexion and the loss of individual sense and one's own identity. Finally, Githa Hariharan steps down some of the other issues undertaken and critical situations handled by the teachers before and after their retirement. As she has elaborately explored the dichotomy of the Tradition and Modernity through her first novel 'The Thousand Faces of Night' for that she got the Commonwealth Prize, she has diverted her writing towards the society concern.

In this novel Githa Hariharan wrote forty eight chapters, among all those chapters, they don't have coherence in spite she has narrated it boldly, because of certain examples had quoted from our Epic Mahabharata and some of the tales extracted from Folklores. More over it assumed us that distinctive type of narration can be called as zig - zag narration. It is because of the characterisation and series of events were glided the past and present life of the protagonist Vasu master in which it clearly shows the psychological realism. It imparts the real life incidents and past happenings in the life of a teacher.

Psychological Realism

The term 'Psychology Realism' was an idea or theme which was first handled in late nineteenth century and early eighteenth century by famous American writer Henry James in his *The Portrait of a Lady*. Psychological Realism states that characters in fictional narratives expose realistic intention or an emotional depth in subconscious level. This would deeply examine the reader's mind and expresses their intellectual depth in reality. In the level of exposure, Realism distinctively included its responding towards external characterisation and in certain aspects on situation. In this novel Githa Hariharan's technique seems that she has explored it intentionally to the society for to tick out to think the readers about teachers.

The Ghosts of Vasu Master novel was dedicated to Githa's pupils Rishab and Nishad, her friend Nita Pillai and her teacher. It has three epigraphs;

"The Entire world is teacher to the intelligent and foe to the unintelligent" - Charaka

"We cannot all be masters, nor all masters cannot be truly followed" - Shakespeare

"I have nothing new to teach the world. Truth and non - violence are as old as the hills" - Gandhi. (GVM ix)

She used many fables and distinguished imaginary characters. It was more appropriate and it exactly elucidates the narration of Vasu Master. The Vasu Master was the protagonist of the novel and shares his story telling with several characters who narrate their own stories. Those characters were Grandmother, Mangal, Gopu, Venkatesan, and Swami. The innovative thing in this novel seems to be different and it had organised as an independent tale. So the independent tales narrated by protagonist had intimated the psychological aspects in real life.

Vasu master, B.A English Language and Literary Teacher who was working in P.G.Boys school, Ellipetai. He has recently retired from his job. After his retirement, his friend as well as his colleague, Venkatesan started to call him as a 'freed bird' because after retirement every man would like to feel the leisure and to think about their evergreen memories happened in their life and they want to lead their life happily without any interference and committing him in any other job sequences, but Vasu master do not wanted to lead a common man's life. He angrily retorts on his colleague statement "you will find that you remain a teacher all your life." He was not interrupted, when this statement was said by his colleague but he was totally affected psychologically when he heard the same thing from his son who says "After all retirement is the ideal time to put an end to all work and turn your thoughts to God" (GVM139). But to Vasu master the retirement is not an end to the career. He thought that he had crossed the half of his life better (till retirement) but he thinks that remaining part of his life (after retirement) ought to be much better when it was compared to first especially in his soul teaching profession.

Vasu master ideas on teaching includes the ancient education of India, healing systems, healing in India which it resembles the author's own psychological impact what she had faced in her school days and wants a change in Indian education systems where she had given clearly in the 'Acknowledgement'. The list included to know importance of education through the alternative methods on teaching. It should be promoted and it should kindles the psychological aspects of the learner who wanted to read and absorb the techniques and importance of education through mind by hearing stories and Vasu master wanted to relate it in his real life situation and how he has to lead his life.

After his exile from the class room, he planned to expand the scribbles in his notebook into an essay called "Four Decades in a classroom", as a guide to young teachers. Though as he realized it later, the essay will never be written, his reflections on the nature of teaching and the relationship between the teacher and the people explicitly reveal the contents of the planned essay.

Vasu master had taken a student, Mani a slow learner, whose age was twelve but seems to be seven, means he was mentally disorder person. He cannot able to speak and for him Vasu master had gone to devise new techniques by implementing his four decades of teaching experience and among that four decades he wanted to expose his fourth decade to be the most challenging where he also learns as he teaches. His parting words to pupils were; "All of us are pupils and teachers. While there is life in each of us, we learn and we teach" (GVM 28).

In Vasu master tuition centre already three boys had joined. The fourth one was Papaya headed Mani. He started to teach by narrating the small stories which it would kindles his mind to think and made him to learn about his life. Once Vasu master opened Mangala's trunk, his wife who passed away many years ago, he found a small mirror in it with small treasures. He saw some photographs too. He looked in to the mirror for several times. They had two sons Vishnu and Venu. As he was missed his wife in his real life but for his mind he thought that she was with him, moreover he knew his wife only as a cloudy memory than a person. It shows the psychological aspects in his real life. There was another woman in that photograph; her name was Jameela, Mangala's childhood friend.

After the death of Mangala she visited her home and handed over a landscape to him, each and every time when she came to his home she demand a story to his grandmother. Once she told him a story about a little boy, who lived in the forest with a wise old woman. The old woman had a habit of cutting wood for their basic needs but the little boy don't do any work and shared any works, because he thought the forest was full of adventures and danger. He felt like that but he didn't saw any wild animals in that forest. One day old woman narrated a story about the lions and tigers but the boy couldn't find

any difference between the real tiger and story tiger. Psychologically he was totally packed his head with the stories of lions and tigers. When one night the tiger came into his hut and he ran away and jumped into the river and drowned. Then only it came to know that it was not a real one but a phantom where the psychological aspects transmitted to real life without knowing the difference of realism and illusion his life passed away, so this remembered, master to teach Mani to know the difference between illusion and reality.

Vasu master told Mani several fables to kindle his mind attentive. The story name was Mascot of Melting Pot. A fable is about a Fox who became the king of forest unfortunately and by chance. The animals became lazy and powerless. The remaining animals were sent to zoo. This was disliked by Fox and arranged a meeting and declared that it is a time for a change. The fox wanted to change nature food-web of animals so he instructed all animals to stop killing each other and their neighbours as their prey. They had to lead their life as a big family. So the animals started to follow the words of Fox and so all the animals became the equal citizens of the forest. The forest got a new name called 'Melting Pot'. The importance of story teaches Mani to know his need of life and to kindles his thoughts and to enhance his listening skill.

Then narrator moved to his wife's journey. He started dreaming after his father's death, he and his wife stayed in a room, for him the room was totally filled with grief and he had found his father's skull in a fire. He had driven over his dream that his father's ghost arisen. As soon as he awoke from sleep there was nothing found before, then he made his memory to travel to the past where he had a journey with his wife Mangala and his two sons Venu and Vishnu towards Madras. Mangala had told a story of ghosts by introducing a new character 'Eliamma Goes Fishing', when she was narrating the story same juncture Vasu come to remember the story of 'Begum Three - in - One' that is ghost of Eliamma, Mangala and her friend Jameela.

Mangala, Jameela and Eliamma were partial to the setting of 'the watery landscape that deepened as it flowed toward the horizon'. Vasu Master remembers Mangala looking longingly at 'some remote point in the distance where sea melted into sky' (GVM 124). The last canvas Jameela had embroidered for Mangala showed a hazy sea escape in which all was ambiguous movement, suggestive of mysterious possibility' (GVM 131). Githa Hariharan believes, it is full of immense possibility to realize it. Eliamma's story was also to woman's aspirations which are either totally ignored or deliberately suppressed by the dominating man.

In the chapter 'Two Paths to Bliss', Vasu Master past experience revealed and it exposed the real thoughts of mind. He remembered his grandmother and grandfather in Nageswaram. His grandmother had no bangles on her hands because she had parted with them after hearing from Vasu's father about Gandhi. Vasu that time dreamt that his father thoughts and believes witnessed the Indian Republic and was worried about a proper diet for Indians. This incident made Vasu to feel about the aspects and needs of people. The narration moved to the life of Vasu what he dreamt about a woman standing on the seashore. He could not see her, so he did not know whether she was Mangla, Eliamma or Jameela. In Vasu master's childhood, an old man came with his son as a patient to Vasu Master's father to cure his madness.

His father wanted to cure and he tried his treatment psychologically by saying a story which it would clarify and made his mind free. It will make the old man to think properly when he heard the story. The title and characters of the fables are named as 'Now', 'old' and 'Timeless'. After hearing that old man understands the situation and tries to act normally. Thus Vasu master wants to replay the same thing to make Mani a normal person.

Vasu Master moved to the present and says that once he was waiting for Gopu, Mani's brother who would come to pick up Mani, in between that time he narrated a psychological story 'The Unfinished Fable of Grey Mouse and Blue Bottle' he says;

Then I began, Grey mouse worked harder and harder with Blue Bottle and made plans for them together because he could no longer conceive of a life without Blue Bottle. (GVM 251)

In this story Grey mouse was reputed as Vasu Master and Blue Bottle was Papaya Headed Mani. It rejected by his dwellers for being too large, not quick enough, perhaps not clever enough, Blue Bottle found a home with grey mouse. Grey Mouse gives Blue Bottle home and they don't get emerge for a long time. And Vasu tells us that in "dark cramped mouse hold... Grey Mouse grew to love Blue Bottle as somebody even more precious than either pupil or son. And Blue Bottle in his own dump, buzzing away, grew accustomed to the tenderness and the dusky, wandering dreams of Grey Mouse."

Vasu Master wants Mani to learn or at least to listen. When Vasu master started his teaching, Mani not even showed an expression whether he was listening or understood or whether he came to know which language he was communicating with him. Excitingly at the end, Vasu master found that Mani was able to understand and responding to stories and able to know the situations of stories, but the fact was unable to speak.

When the above create the happiness to his mind suddenly he remembered the dream which dreamt in his working days at school. In that dream he was surrounded by serpent in his staff room, where he could found Mani was in asleep and they were in teaching and in learning process. When he opened his room he saw a snake which seemed to be wounded and rounded in a chair and he thought it like a spectacularly hooded, god – like creature in the class 6b.

Then in a few nests there was a huge snake looked up his head like enquiring about his service. Mani's impact was suddenly strikes on his mind and found him that he was get succeed in his service which it symbolically represents the service and how even the animals are started to listen the arrival of Vasu Master class. So Mani can easily get learned and made him an educated person in his life. So the dream is about how he has spent his four decades in teaching without any distractions. He didn't know how long he had stand behind the door on seeing the thousands of snake.

I do not know how long I stood there, my hand on the door knob, my two eyes riveted by the thousand. When I woke up, I felt refreshed, even exhilarated. The day a head was no longer full of empty time, or the fearful waiting of a lifelong fugitive.(GVM 265)

The last chapter 'Terminal Examination' when he left the school he wrote that all approaches were Universal and all were bound by their relativity. On the day of retirement he was gifted by a notebook which was to utilise to write his experiences. Vasu Master framed a series of riddle questions. Try to jot down answers against which to compare examinees' responses. Vasu Master thinks of his note book with nostalgia. He hoped that his notebook will be safe in a bottle and will find it and will make some sense of it and put his life to a better use.

The method of story - telling used in *The Ghosts of Vasu Master* is innovative. The narrative technique of the novel is ancient as well as modern. Her experiments of using fantasy fable and wonderfully imagined characters lend the novel a unique texture.

I must add however, that any twisting and turning of facts, theories and conclusions for the purpose of fiction as well as any unintended misunderstanding of ideas-should be credited entirely to my account. (GVM 276)

The novel is fragmented into 48 stories as the chapters in the novel are organized as separate stories with events, incidents, anecdotes and digressive asides. We shall see Hariharan's skill in chapter headings such as Papaya-head Mani, The Taming of 6B, The Dreams of a Mouse, The Spider's Pleasure, and The Hole in the Sea, in these chapters psychological realism has revealed clearly through the characters especially by protagonist Vasu Master. Hariharan writes in a style markedly different from those used by other Indian novelist.

The psychological realism in this novel has to scrutinize the dealing with the fictional technique and rhetorical devices. Vasu Master reflects the psychological aspects through his role as a narrator by the technique of teaching and by saying the dreams then introducing the fables. Mani's recovery was the achievement to Vasu Master who had shown his experience by making him as a normal person from the stage of mental disorder ability. The novel has not only the oral style of a character who talks at length, but it also renders a man walking and pointing at the various things he sees along his way.

However there are several aspects of Hariharan's writing that draw a positive response from the reader. Hariharan has exaggerated the sequences with some characters like, Vasu's grandmother, 'all knives and knuckles' his father, the ayurvedic who was slowly newfangled father to the protagonist, the guru with his talk of karma curry; Vasu's wife Mangala, who tangled beautiful landscapes with her childhood friend, Jameela; Mani, the refractoriness pupil and Vasu Master himself with his round stomach and obsession with the past are all remarkably reasonable.

Vasu Master remarked on his weakness that all of them like to teach. He had to learn how to hold back, restrain himself from explaining everything to everybody. The psychological novel *The Ghosts of Vasu Master* has clearly shows the development of mentally and physically of Mani's activities. The dream which he dreamt was showed the outstanding and highly innovative techniques of saying or narrating a life of a personality through the fables and stories from Panchatantra.

This technique reveals the importance of teacher and his impact on teaching. Vasu Master has showed his four decades experience to achieve his goal that is to make Mani to listen, enables him to understand the situation which was going around him. Vasu Master has moved psychologically towards Mani to make him listen for that he has kindled his brain to tick the neurons and heals him excellently in an admired way.

Conclusion

Psychological Realism has revealed in each and every character of the novel whom they were narrating a story to acquire their needs. Githa Hariharan has acknowledged the influence of the famous Panchatantra Tales to this novel. Just like Vishnu Sharma teaches the King's sons through short stories, Vasu master enlighten Mani through his stories. Told in short chapters, alternating between events in the present, stories, and recollections, along with a bit of philosophizing on Vasu Master's part, *The Ghosts of Vasu Master* moves at a good pace, and builds up the end nicely with an ten riddles where the readers should under takes through psychologically to find the answers.

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Transmutation of Confession as Devotion: Cognitive Modelling of Saint Augustine's *Confessions of a Sinner* – Book One

Jayasimha Polavarapu

Introduction

The recent developments in Spiritual Science and Spiritual Cognition have set an explorative and systematic study of Neurological functions and Cognitive instincts of mind from the philosophical point of view. This paper explores the transmutation of confession into devotion among devotees from the Western Christianity in contrast with the concept of Bhakthi as a state of mind from the Eastern systems of worship. St. Augustine, a Latin Philosopher and theologian from Roman Africa in his "Confessions of a Sinner: Book One" expresses his love for god and confesses the sins he committed in his earlier life. As a Neo-Platonist and Manichean, his logical framing of ideas and ideals that he expressed have a tremendous impact on the readers where postmodern readers are no exception. Taking all possible implications from Cognitive Science, this article analyses the transmutation of confession into devotion by studying Book One as a literary text.

St. Augustine's memory is a graphic and logical intertwine. This along with the rhetorical skills with an ambition for spiritual freedom sometimes exceeded beyond Christianity and western philosophical thought. His idea of god and original sin have rooted into teleological and anti-pelagianistic ideals.

Book One as a literary text has confessional devotion towards god and each confessional aspect has a devotional character through a cognitive process of framing of ideals through ideas. Hence a dichotomy of devotional cognition can be analyzed by studying the transmutation of ideas into ideals and confession into devotion. The mapping of cognitive devotion through the Christian concept of confession can help us to understand the rhetorical link between confession and devotion. This exploration could help the researchers of Cognitive philosophy and Cognitive linguists to understand the western philosophical concept of devotion.

Devotion in Spiritual Science

Since the art of expression came into existence in the eastern and western Arts, the search for creative expression has never been interrupted by any scientific study of Humanities and Religion. The system of belief and the tradition of faith have taken up a dominating role upon human cognition. The idea of god, Almighty and omnipotent supernatural power has been grabbing psychological attention and faith among common people.

Philosophers can be taken both as learnt and unlearnt people and mostly gender specific in identity since there are few influential woman philosophers in the world. Common people have seen philosophers as right thinkers of sanctity and divinity. And the educated people categorize them into saints, sages, pious men, spiritualists, poet philosophers, ascetics, incarnation of purity, etc depending upon their influencing and motivating preaches. The unlearnt have based their ideals on natural cognition and judgment of good and bad without much compromising with teleological implications and by superseding the existing religious or spiritual systems of thought. They have never seriously reproached the common belief and knowledge of spiritual experience. Though the systems of faith and spiritual practices are different their ultimate goal is to reach spiritual freedom through renunciation of worldly things and attaining salvation.

The Hindu monism and Smart-ism are one such kinds to understand the importance of past in the spiritual futurism. Since the study of spirituality as a science in

the twenty first century, there was not much exploration in the field of cognitive study of religious texts and scriptures. The modern philosophical thinkers could not understand the Neuro-psychological significance of teachings and preaching recorded in religious scripts or accepted as mega-practices by the common folks and hence the theories of John Lock, Hegel, Carl Jung, Thomas Hobbs, Schopenhauer, Frederich Nietzsche, Marx, etc, have influenced and changed only existing economical, political, social and cultural environment but not the spiritual and religious beliefs that have strongly rooted into the arena of human perception.

Religious pious men like St. Augustine are rare to find in terms of spiritual freedom that is much away from their actual religious practices. In 'Confessions of a sinner: Book One', he begins his first paragraph with praise to the god by asking the question, "Can any praise be worthy of the lord's majesty?" and exclaims, "How magnificent his strength! How inscrutable his wisdom!" and again asserts, "Man is one of your creatures, Lord, and his instinct is to praise you". In this order of question, exclamation and statement, his use of Roman philosophical rhetoric is clearly visible. In the next lines he identifies man as just one of the creatures created by god and limits him to death and sin by providing "praise" as a remedial complement to death and sin. He also says in the immediate lines the cause of fear, "to remind him that you thwart the proud". He again shows 'praise' as a remedy to overcome the fear out of limitations: sin, death and pride.

Augustine has drawn such a logical deduction of faith as absoluteness was intertwined with his Christianity although he expresses his spiritual justification out of the sphere of general Christian confessions. Many a times, he emphasized the necessity of "praise", "he cannot be content unless he praises you", for the spiritual well being of man.

The aforementioned examples can help us to assess the mental representations of St Augustine. In contemporary philosophy, the aforementioned examples can help us to assess the mental representation is one of the prevailing ways of explaining and describing the nature of ideas and concepts.

Mental representations enable representing things that have never been experienced as well as things that do not exist. The things or experiences such as seeing god, having conversation with an Elf or living with a devil spirit, etc, have either never happened or are impossible and do not exist, yet our brain and mental imagery allows us to imagine them. As we are living in a cinematic society, experiencing such things is neither a possibility nor a reality in the past.

The representational theory of mind attempts to explain the nature of ideas, concepts and other mental content in contemporary philosophy of mind and cognitive science. Augustine's sequencing of thoughts: question, exclamation and assertion are associated with three emotional conditions: curiosity, incongruity and proclamation.

Augustine's ideas have their roots in his ideals. His knowledge of Roman philosophy and Rhetoric actively inspired his desire for spiritual freedom which has not been under the rules and limitations of Christianity and Western theology. His ideals have their roots into his commonsense and intellect. He has made it clear in his Book one first paragraph by avoiding confusion to a non-Christian reader and hence it has significant universal appeal. His sense of original sin never tried to make it a Christian sensibility of sin. What people generally treat a sin and how they define sin, is much different from St. Augustine's perception of sin. The beginning paragraph in Book one has the following sequencing of emotions that frame his psychological condition before beginning to confess his sin and calling himself a sinner:

Question - “Can any praise be worthy of the lord’s majesty?” - Inquiry for an unknown answer – Teleological assumption – State of pessimism – Depressive emotion – Talking invisible divinity.

Exclamation – “How shall I call upon my god for aid, when the call I make is for my lord and my god to come into myself?” - Experience of divine power – Theological assumption – State of naïve cognition and experience – Overpowering emotion - Talking divine experience. Page | 41

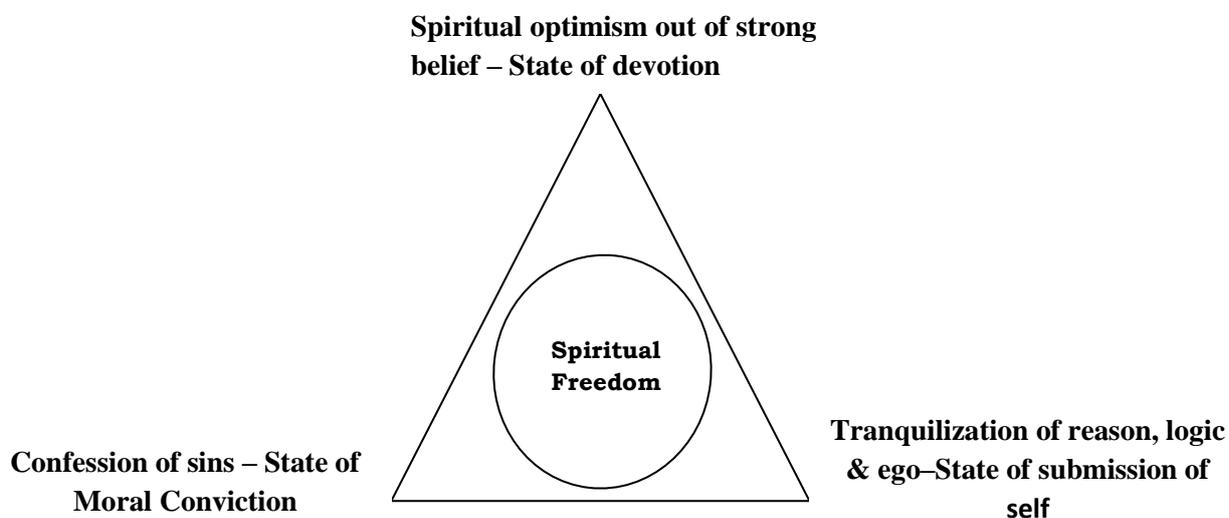
Affirmation - “Man is one of your creatures, Lord, and his instinct is to praise you” - Expression of super ego – Conditional assumption – State of defense - Submissive emotion – Talking physical attitude of man.

Augustine asks questions out of his logical thought and quest for reasons. His intellect works over his aspirations and deducts the significance of divine bliss that he has been experiencing. One can observe this aspect in the first five parts of Book one. Each one of the first five parts begin with an interrogative question: “ Can any praise be worthy of the lord’s majesty?”; “How shall I call upon my god for aid, when the call I make is for my lord and my god to come into myself?”; “Do heaven and earth, then, contain the whole of you, since you fill them?”; “What, then, is the god I worship?”; “Who will grant me to rest content in you?”.

Augustine asked seventy two questions in Book one. Most of the questions are logical, sceptic and deep in meaning. All those questions need big explanation. He begins his personal experiences with divinity as answers to those questions. In each paragraph an emotion is developed along with an idea. Each paragraph has a reference to past experiences and repentance. In each part of Book one, emotions are intertwined by guilt and repentance.

Albert C. Outler in his “Augustine: Confessions” says, “His doctrine of God holds the Plutonian notions of divine unity and emotion in tension with the Biblical emphasis upon the sovereign God’s active involvement in creation and redemption. For all his devotion to Jesus Christ, this theology was never adequately Christ-o-centric, and this reflects itself in many ways in his practical conception of the Christian life.”

In Augustine’s Book one, confession slowly undergoes mutational process and transforms into devotion if we observe the following metamorphosis:



But Augustine avoided any reference to the name Jesus and Christ and instead he used words: 'God' and 'Lord' in Book One. It shows that Augustine longed for a spiritual freedom far beyond the common framework of Christianity and Christendom. His want of perceiving god as a creator of freedom and free men live in a free world where no name is suitable to god but eligible to call him as men want to. Outler might be wrong in his assertion that Augustine paved a way to prove the conception of Christ-o-centrism and Christian life. In fact the set of principles laid for Christianity are against the Augustine's conception of god and spiritual freedom.

He expresses his dislike for the Greek language and literature in his Book one: Part 14 (R.S. Pine Coffin) and expressed his love for Latin which he never learnt under much difficulty and restriction since his childhood. "I learnt it without being forced by threats of punishment, because it was my own wish to be able to give expression to my thoughts" and again he says, "Your law prescribes bitter medicine to retrieve us from the noxious pleasures which cause us to desert you". Augustine has projection of thoughts behind reasons and again redresses the raising intention for pleasure without god. This kind of suppression of emotional bonding with earthly things and their reasons could help the worshipper to find the real way to turn his aspirations into spiritual devotion.

Confession as Devotion

Augustine's confession is not a scrutiny from external elements of spiritual morality governed by Christianity or any other forms of spiritual decree ordained or established by a saint or by god in any religion. The influence of other saints before Augustine or contemporary to him might have had their influence on him, but their influence could be more from Christian view of devotion or Christian denial of other forms of devotion. Irrespective of the Christian forms of devotion, Augustine's devotion to god has explorative qualities far beyond the Christian forms of devotion. His contemporary saints could not have their influence on his style of devotion due to his strong desire for spiritual freedom beyond the Christian spiritual decrees.

"It has been said in Tantra that the first stage of 'prema' (Love) is called 'Bhava' (Feeling). There are partial manifestations of tears, horripilation, paleness, and other Sattvika bhavas in Bhava-Bhakti" (G.N.Devy, 2011). Since devotion is an individual's spiritual liberty, the impact of the spiritual or religious environment might be diminished due to lack of personal interest on the existing ways of devotion or due to experience of spiritual consciousness.

In book one Augustine's confession did not disturb his devotion to god. Hence he used many delicate words to praise the god. Moreover, Augustine surfaced his devotion initially from the state of emotional tranquillity and forbearance.

In first part of Confessions: Book One Augustine ignorance and desire to believe in god is observed. "I pray. I shall believe in you". He accepted himself nothing to god. His attitude to perceive god as omnipotent is visible. In the second part, he tranquilized his cognitive abilities to visualize the invisible almighty can be observed as he imagines the form, shape and place of god. He imagines god's omnipresence everywhere.

Here Augustine is seeking the help of his imagination in order to observe god in everything and in everywhere. In the third part he inter-related the external objects with the invisible power i.e. omniscient god. He tries to visualize the shape of almighty.

In the fourth part he attributes all qualities as well as characteristics to the almighty that has been imagined in the second and third parts. "You create them, nourish them, and bring them to perfection" – Augustine characterizes god as superhuman with super

morality. Attitude to perceive god in human form with super endurance can be observed in Augustine's attempt to perceive god in human form. He degrades himself a sinner.

In the fifth part Augustine regains his past and identified himself for the first time as a sinful and ignorant person." I may forget all the wrong I have done and embrace you alone, my only source of good?" he identifies himself between good and bad. He uses words: anger, whisper, sorrow, threat and clasp. He describes his soul as a house, small for god to enter. Augustine gradually comes out of his devotional imagination and starts differentiating ignorant, sinned soul from god. He identifies himself as a sinner rather a Christian. He requests god to accept his guilt of sins committed so far in his life.

Augustine identifies himself as dust and ashes and also as a mortal being. In the sixth part, he explains his bodily and materialistic relations in the world as gifts from god. He describes infancy as only a stage but not for the god who lives in all stages.

"Lord, to whom living and being are not different things, since infinite life and infinite being are one and the same". Augustine believes in the concept of life after death and life beyond life. He explains passage of time and its making of the present. He realizes god as a spirit that exists beyond the time limits.

In the seventh part his thought moves from self to the other. His ideas scatter to his surroundings. The actual confession about the unknown sins that he unintentionally committed begins in the seventh part. He attributes a law to divinity and repents his failure to abide by it. Augustine drifted through several philosophical systems before converting to Christianity at the age of thirty one. He repents his ignorance – his lack of spiritual knowledge at early stages of life.

Similarly, in the eighth part he discusses about his boy-hood and its dependency on others. In this part his speech and language have controlled his expression of ideas. His inability to overcome dependency on language and influence of elders can be observed i.e. authority of influences.

In the ninth part a pessimistic tone can be heard. His expression of inability to fuse himself up to the expectations of god – corporeal punishment – the taste of envy and anger that curb his spiritual keenness towards god can be observed. And in the tenth part he discusses how he was deaf to his parents and masters due to the prejudices and delusions that have sinned against him. He believed prayer as the only means to set free from sins.

For the first time in the eleventh part Augustine used the words 'Christ' and 'Jesus' and sees god as the saviour from disease and death. "I should defile myself again with sin and, after baptism; the guilt of pollution would be greater and more dangerous". He attributed purity to the system of Baptism, a way of praying god. He confesses his dislike at that time for baptism and admits his temptation to sin.

In the twelfth part Augustine says, "Every soul that sins brings its own punishment upon itself". He redeems the concept of sin as a mental phenomenon rather a physical act and needs realization through free spirituality.

In the thirteenth part Augustine expresses his enjoyment with Greek romances that were given higher value than what he was supposed to read as a boy. He couldn't resist the history, art and literature of Greeks and made a comparison between Greek and Latin.

"I confess my soul's desires to you, my god, and gladly blame myself for my evil ways so that I may enjoy the good ways you have shown me". Augustine was a little happy and criticizes the Greek romances, linguistic grandeur. He enjoys the skeptic views on the

Greek system of knowledge that had been a strong influence and social esteem of the people around him.

In the fourteenth part Augustine argues and contemplates the forceful compulsion under which he learnt Greek language not as a lingua of his ideas but a punishment. He censures how human thought itself has been under the control of a single dominating language of his times. This act of man itself is a constraint or obstacle to spiritual freedom and liberty of spiritual thought.

In the fifteenth part Augustine looks at the spectrum of human life with different attitudes, relations, desires, characters and perceptions or understandings by calling them wicked ways of life without spiritually driven control. He tries to judge the learning skills and the learnt knowledge.

In the last five parts Augustine criticizes the way people learn and acquire knowledge only through the popular forms of literature and glorified history that has been corrupted by the Greek poets like Homer. After learning such romances, history and fairy tales in Greek nothing could be worthy enough to either praise the god or learn spirituality. At the age of nineteen, Augustine read Cicero's Hortensius, an experience that led him into the fascination with philosophical questions and methods that would remain with him throughout his life. The corrupt learning methods adopted by the people by dragging gods into human actions that are full of sinful attitudes and desires.

"The words are certainly not learnt any the more easily by reason of the filthy moral, but filth is committed with greater confidence as a result of learning the words". Augustine criticizes that gods have been attributed human qualities and were made victims of human ignorance. Poets like Homer have made such stuff in order to kill spiritual ambitions of ordinary people. Augustine pities man for ignoring the actual intention of god, "yet ignore the eternal rules of the everlasting salvation which they have received from you". In the last parts of Book One Augustine expresses his concern over the worst attitude of man without using any bad or filthy words as he has been confessing his own sins and set to elaborate his sins in the next book, i.e. Book Two. His idea of confession has crossed to some extent the sins that have been attribute to other people who are strictly engaged in reading the Art, History and literature that partly discuss about the spirits and god and their believers.

Augustine's tone changes quickly in the last five parts of Book One because of his intention dilemma to judge the things that he could not understand as they are also part of gods' design over human knowledge. The Hindu Monism and the concept of Pantheism could have influenced Augustine to some extent and hence his attitude to the common human perceiving of worldly things never crossed the limits of his spiritual experiences. If Augustine criticizes the human cognitive powers and ability to imagine god's creation of knowledge, it could have been an evidence of Augustine's own resolution or intention to assert that knowledge is only divine creation but not human creation. We can say that this kind of statements that generally exist or flash out of his confession have much debatable links with Augustine's cognitive powers.

Augustine's confession has Sattvika (serenity) qualities and at the same time his ignorance or inability to understand the essence of Aesthetics in every walk of human life has been avoided from conditional criticism due to his devotion to god. Hinduism, Buddhism, Jainism, Islam, Sikhism, Zoroastrianism, Christianity and almost in every religious practice devotion plays a mighty role and cannot be understood or analyzed easily due to the complexity of the cognitive functions during brain's tranquility levels take help of a spiritual practice i.e. meditation in order to calm down the active functions and achieve concentration. In Augustine's confession his mind has reached a state where he could not expect his detachment from his faith for at least some time because of his

commitment to confess to his lord. We can see such a combination of sensitive emotions that really do not play active role but help to reach tranquillity in the following graph.

In the graph the decrease and increase of 'Self' through confession and devotion is depicted from part one to twenty of Confessions: Book One. In the beginning parts of Book One from the first part to the fifth part Augustine's mind is full of devotion and his self is almost null at any point as he doesn't confess but prepare his mind to confess out of his selfless devotion to god. From the sixth part to the tenth part his confession set to begin and it doesn't change his devotional conviction and his consciousness picks the help of his 'self' in order to draw his sincerity to confess from his childhood memory. From the eleventh part to the fifteenth part the tone of confession reach to the height of devotion and equally satiate his 'self' and as the confession set to increase in these parts (11 to 15) the 'self' is more actively in need for confession.

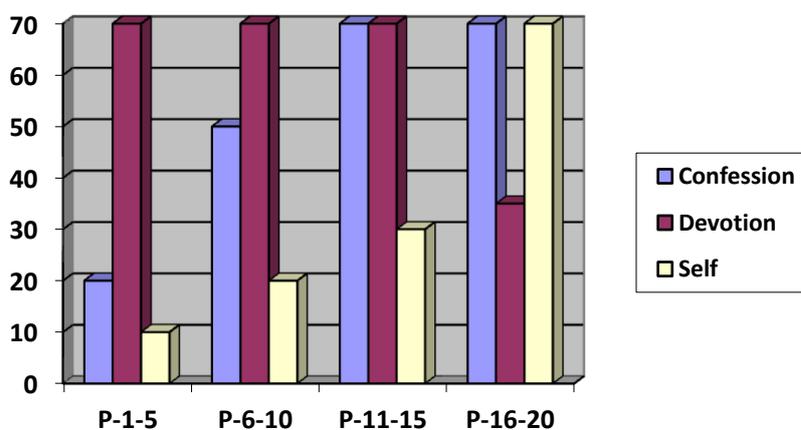


Fig-1

Here Augustine slightly deviates himself from his 'self' and tries to see him among the ordinary men and women who do read and digest the same literature in Greek and Latin and acquires conceptions and per-occupations naturally. But he never mentioned the Greek Philosophy that he read out of compulsion and their impact on his acquisition of moral and knowledge. He doesn't lose his devotion but becomes aware of his 'self' which could help him to realize his confession.

In the sixteenth and seventeenth parts Augustine's self and confession almost go together as he criticizes his inclination to what the ordinary people supposed to learn and his 'self' develops to maximum extent and equals with his confessional attitude. When the 'self' and confessional attitude increases the devotional traits like horripilation, paleness and intuition start decreasing.

After assessing the tone – aspiration – sensibility - resistance from worldly thought it can be said that devotion has some strong cognitive functions that lead to physical changes such as increased alertness, decreased energy levels, improved attention, increased heart rate, elevated mood and euphoria, increased confidence, improved concentration, moderate loss of inhibitions, decreased respiratory rate, decreased drowsiness and fatigue.

Confession might lead to such devotional imbalance when human beings pray to god. It could be in two ways: devotion out of confession and devotion. Generally in any other religion except Christianity, devotion is a conscious cognitive function and does not need the help of 'self', in fact it is the submission of self and tranquilizing of all emotional fluctuations. Tranquility is a prime characteristic in devotion and it makes the devotee to submit his self to divine spirit. Such devotion is pure devotion and secondly when a person

confesses, he loses his arrogance and shows forbearance in order to purify his 'self'. It will lead to imbalance of emotional behavior of the devotee and he immediately takes the help of his faith which ultimately ends with devotion. This devotion tranquilizes his emotions and stabilizes his emotional imbalance. These cognitive mutations convert confession as a phenomenon to achieve devotional perfection in case of Augustine's confession.

Devotional Meta-cognition

The study of Meta-cognition first got widespread prominence in the 1970s through the work of Flavell (1979). Meta-cognition is a domain-general aspect of cognition. Meta-cognitive knowledge deals with the information that individuals possess about their own cognition. "The confession of evil works is the first beginning of good works." In Augustine's confession one can observe meta-communication which has twined his confession to god. Augustine seems to communicate with god directly from his conscious revelation of all the hidden aspects of the sins from his meta-memory. His unassumingness and his forbearance obviously indicate his strong confessional feelings that have very sensitive relations with his meta-memory.

Those in whose the 'Bhava' i.e. the devotional feeling shall have in its wake the appearance of the following signs in them: forbearance, indifference to worldly enjoyments, unassumingness, i.e. having no vanity or pride, cherishing positive hopes or firm hopes of receiving the lord's grace, eager and anxious longing for the beloved lord, ever relishing and chanting of the lord, the attachment for the praise and eulogy of the glories of the lord, and love to live in his dwelling place or realm.

Augustine's devotional feeling does not immediately sprout from his confession, but his original feelings after confessing his sins can be observed. "The bhava or Rati appears in the hearts of rare and extraordinary fortunate ones due to either intense ardour for spiritual practices" (G.N.Devy, 2011). His notion of god is a rare feeling makes him alienated from his previous world and worldly knowledge. His devotion tranquilized his emotions that mostly got aggravated due to confession.

Confessional devotion is not a strange technique of devotion but has been seen in many religions including ancient religious traditions like Zoroastrianism and the Hindu concept of 'Nature worship'. The devotees who worship (Tulasi) Ocimum tree and other divine trees too, first confess to the tree or animal or idol they worship and set to show their devotion and faith towards it. Similarly Augustine's devotion is borrowed from the state of stabilized emotions that have been aroused out of his confession. This confession is a regret that sets him on the seat of devotion. His cognition of divine and divinity is an extraordinary mental feeling, purely individualistic in character. "Bhava appearing in the mind of the devotee becomes one with the whole mental quantum of the devotees and in itself being self-manifest appears as if Bhava is itself enjoyment or object of enjoyment, and yet at the same time it becomes the cause of the devotee's experiencing of the bliss of his object" (G.N.Devy, 2011).

The devotional feeling is an intrinsic part of belief and cannot be easily understood for the commonsense and rationalistic analysis. In Augustine's case, it was the confession that drove him into the vacuum of 'selfless' devotion and establishes his ability of forbearance and fecundity of faith. The Cognitive behaviour of spiritualists like Augustine should be analyzed by using both the Philosophical theories and Neuroscience. Moreover the linguistic aspects of confession or devotion are arbitrary to the devotional character of the spiritualists. It is because of their renouncement and aloofness towards the existing religious practices where in such cases there is no place for religious sentimentalism and radical denouncement of the rigid Christian Puritanism.

Conclusion

As a whole the spiritualists like St. Augustine have been beatified by the popular religious authorities in the modern days, the necessity of study of their struggle to spiritual freedom need to be studied only when their works are closely scrutinized with the help of postmodern approaches like Cognitive science and Spiritual science. The Cognitive scientific methods which need to be established in order to develop Spiritual science by considering the previous and existing religious practices across the world and their Psychological impact on common pilgrims as well as devotees. Though this paper is focusing on St. Augustine's Confessional devotion and correlation between the confession and devotion where self is independent for spiritual freedom, the methods used to draw Neurological and Philosophical implications on 'self' has been closely scrutinized to some extent. The Computational modelling of emotion - self - confession - devotion is possible only when clarity is achieved on the significance of the neurological facts in individual's faith and spiritual freedom. This article has applied the Meta-cognitive phenomenon that helps Augustine to have a meta-communication through integration of his meta-memory. The mental representations of a spiritualist can be framed by drawing parallels with his flow of ideas through his meta-memory. Finally the maturity of a spiritualist's devotion in course of his confession to his subjective devotion where god is beyond his perception or religious embodiment can be assessed in the discussed Cognitive model.

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Arthur Miller's *All My Sons*- An Eye-Opener on the Current Scenario

Dr. George Kolanchery

Introduction

Arthur Miller started writing *All My Sons* in 1945, inspired by World War II and the true-life story of a woman who alerted authorities to her father's wartime wrong-doing (Christopher Bigsby, "Introduction to *All My Sons*." Penguin Classics, 2000). The play focuses on the story of a businessman who once narrowly avoided financial ruin by shipping cracked machine parts to the military. He blames his business partner and builds an empire, but eventually his crime comes back to haunt him. *All My Sons* is the first commercially successful play of Miller. The central event in the play is a businessman's evasion of responsibility for a decision in wartime which led to the loss of twenty-one lives. The chief characters in the play are Joe Keller, Kate Keller, Chris Keller, Ann Deever and her brother George Deever.

Theme

Chris Keller is the son of Joe and Kate Keller. His affection for his parents is great. His younger brother Larry fought as a pilot in the Second World War and was reported missing. Everyone believes that he is dead but his mother refuses to accept it. Chris is very considerate to his mother. He wants to marry Ann who was Larry's girl but does not want to upset his mother. He wants a regular wedding and wants everybody to be happy. So he waited for three years hoping that his mother would accept Larry's death.

Chris is a good man who likes everybody around him. Dr. Jim Bayliss is a successful; doctor who would like to do medical research. Chris always encourages him to continue with his research and discover things. But Sue Bayliss who wants only money calls it 'Phoney Idealism' and complains to Ann that Chris is ruining their lives She resents 'living next door to the Holy Family'. According to her, Chris is also compromising when he enjoys his father's money (because everyone knows that Joe Keller is also responsible for sending the defective cylinder heads.)

Chris is a man of high ideas. He can never forgive Steve, Keller's partner, who knowingly shipped out defectively manufactured cylinder heads during the war. When Keller points out during their conversation, that those cylinder heads went into P-40s only and that Larry never flew a P-40, Chris bursts out in anger: "So, who flew those P-40s, pigs?" to him the 21 American pilots who flew the P-40s and met their death because of the defective cylinder heads are human beings as good as his own brother Larry. Chris' beliefs and words always indicated absolute truth for Ann as well as George. They believed that Joe Keller was innocent because Chris believed it.

The war had brought out some of the noble human qualities in people. Chris was deeply touched by the loyalty and affection shown by the men in his company during the war. There was no selfishness in any of them. Those who died had actually sacrificed their lives so that a nobler and better world would emerge. But when he came home he was disappointed to notice that life after the war was the same as it had been before....."That rat-race again.....nobody was changed at all."

The values of cooperation and mutual responsibility which they had built up by their actions had been lost. Chris feels that this is an insult to the men who had died in the war.

When George who had gone to meet his father in the jail comes to the Keller home, everybody except Chris is nervous. Chris meets him confidently. He reassures Ann: "You've got nothing to fear from George" because he believes that his father is innocent. But George who has heard the whole story from his father knows that Steve is only a frightened little mouse who did everything according to Joe's instructions and Joe Keller is the real criminal. Joe had promised to take the responsibility but denied it in the court. So Steve was sentenced and Keller set free. There is a confrontation with Keller and for a moment George's faith in his father's version of the event is shaken by Keller's sympathetic and plausible interpretation of it. But eventually the truth comes out. Chris is shocked to hear the truth that his father had known about the defective cylinder heads and had actually instructed Steve on the phone 'to weld and cover up the cracks' in anyway he could and ship them out. Keller's explanation that it was a business and he did it for his family does not satisfy Chris. He cries out indignantly: "What kind of a man are you..... Is that as far as your mind can see the business... What the hell do you mean, you did it for me? Don't you have a country? What must I do, Jesus god, what must I do?"

The agony of Chris when his world collapses can not be described. His father has broken his heart. He cannot bear it. He drives out after argument. As Jim remarks it takes a certain talent for lying. Chris would never know how to live with a thing like that. Kate tells her husband that he should admit to his son that he had done a terrible thing and was ready to pay for it i.e. he is willing to go to prison. Only then Chris would forgive him. She says that for Chris there is something bigger than the family.

When he comes back, Chris announces that he is going away forever. He is ashamed to think that even though he had suspected his father he did nothing about it. He had not tried to find out the truth. But now he has become practical; he finds no meaning in sending his father to the jail now. "Do I raise the dead when I put him behind the bars?" he asks. He agrees with his father who says 'Half the goddam country is gotta go if I go.' He knows that his father is no worse than most men. But he had always believed that his father was better. The frustration of his idealistic feeling for his father had been felt by Larry also. His last letter to Ann reveals his feeling when he heard about his father being convicted. He could not bear it. He did not want to live and he decided to crash his airplane. Chris tells his mother that Larry killed himself so that his father will be better and will be conscious of his responsibility to the universe.

But Chris is a good son. When a shot is heard in the house, he goes inside. His father has realized his mistake and has committed suicide. Chris comes out and falls into his mother's arms crying "Mother, I didn't mean to" Mrs. Keller consoles him with words of comfort: "Don't take it on yourself. Forget now. Live. "

Thus Chris Keller is an important character in the play 'All my Sons'. His affection for his parents, his friendly relationship with his neighbors, his honesty and uprightness and his idealistic feeling make him unforgettable.

Conclusion

It's easy to judge Joe Keller. He did something really terrible: making a profit off of faulty airplane parts causing the deaths of several soldiers and blaming it all on his feckless partner. You would never do anything like that?

But we might make some decisions without thinking through the consequences. Like Joe, we might only be thinking of our friends and our family when we do certain things. Driving in traffic, for example. we're tired, we're late, we're hungry, and this *punk* is getting right in our way. With a number of stressors pressing on us, it's easy to cut him off.

It's hard – particularly in a moment of crisis, which is just what Joe Keller faced – to step back and think of everyone else on the road... on the road to life/death.

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Game of Power Politics in Tendulkar's Ghashiram Kotwal

Asha Madhavi Pagadala

Introduction

Vijay Tendulkar has been in the vanguard of not just Marathi but Indian Theatre for almost forty years. Beginning his career as a dramatist in the mid-fifties, this profile writer has twenty eight full length plays, twenty four one act plays and even children's dramas to his credit, a good number of which have been translated and produced in Indian major Languages. Winner of several national and international awards and fellowships, he is both venerated and a controversial figure in the country's theatre scene. Thematically his plays have ranged from the alienation of the modern individual to contemporary politics, from social individual tensions to the complexities of human character, from the exploration of man to woman relationships to reinterpretations of historical episodes. But it is probably only natural that his works should have such a wide ambit which one considers the multifacetedness of his creative genius.

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Vijay Tendulkar portrays the contemporary society and the predicament of man in it with a special focus on the morbidity in his plays, which remind us of Nietzsche's words "the disease called man" and also finds description of human civilization as a "a universal neurosis". His plays touch almost every aspect of human life in the modern world and share the disillusionment of the post modern intellectuals. However, they seem to highlight three major sources: gender, power and violence.

Power politics in the play *Ghashiram Kotwal*

Ghashiram Kotwal was a controversial play where Tendulkar moves from the naturalistic writing in his other plays into the folk tradition of writing. It reveals that the power is defined 'horizontally' in terms of individuals against individuals. The play progresses from humiliation to revenge, from assertion to eventual victimization, played out against a background of political and moral decadence and degeneracy with sexual impinging on strategies of power.

The play *Ghashiram Kotwal* exposes violence, treachery, greed, sexuality, brutality and immortality that characterize power politics of the day. Hence, the chief focus of the play is not on the historical situation but on its relevance to the contemporary political scene. It projects cruelty and violence involved in the power struggle of the individual and that of the individual versus society.

Tendulkar's plea as stated on the blurb of the printed play *Ghashiram Kotwal*(1973:27)

This is not a historical play. This is a non historical opera like legend based on a historic fact. Ghashiram is an offspring of a specific social situation. This social situation and this Ghashiram both go beyond time and place.

Ghashiram Kotwal, owes its power and vibrancy to its delineation of contemporary socio-political reality. He tries to present all mechanisms of politics with which power goes on like treachery, sexuality, immorality, violence, and even religion. The play is study of power politics and a common man's search for identity and subsequent disillusionment. Nana and his ruling mechanisms symbolize power politics and Ghashiram's rise and fall symbolize a common man's search for identity in the world of power.

Broadly speaking, Ghashiram is the story of the rise from anonymity of Ghashiram Savaldas to Kotwarship of Poona and his inevitable fall and gruesome end. The story simplistically stated thus, has all the features of a typical revenge play, for here we have

Ghashiram Savaldas who as the avenging Ghashiram Kotwal goes about mercilessly persecuting his former tormentors, and who in the end, finds himself flung into the midst of an irate mob that stores him to death.

Significant enough Ghashiram's words "All here envy me my place", have a prophetic value, for he is beaten up, robbed of Nana's reward of a necklace and is put in the cell on charges of picking the pocket of a Brahman. All this humiliation and torture he is subjected to is only a reflection of Poonieties envy. Released from the cell, he is thrown into the audience, while all on the stage look down on him. Ghashiram feels humiliated at this assault on his self respect. And, hence, like Draupadi in the Mahabharata, he takes a vow

But I'll come back. I'll come back to Poona. I'll show my strength. It will cost you. Your good days are gone! I am Kanauj Brahman, but I've become a Shudra, a criminal, a useless animal, I'll be a devil inside. I'll come back like a boar and I'll stay as a devil. I'll make pigs of all of you. I'll make this Poona a kingdom of pigs. Then I'll be Ghashiram again, the son of savaldas once more (27).

It suggests that Ghashiram anticipates his inevitable fall. He will rise to power, but will end up from where he started. This becomes evident towards the end of the play where he dares the irate, stone throwing mob and unflinchingly utters, "Come on, beat me, crush me!"(65)

Ghashiram forced into this world of corruption, struggles to keep himself, untainted. In fact, the seeds of power are not sown in him till the middle of the play, but every effort he makes to keep his family up leads him to a realization that in a world where humanity is at a discount, it is hard to assert his individuality.

In a world where humanity of the people has been made over to jealousy and hatred and immortality are the order of the day, even the most innocent people like Ghashiram are bound to be affected. As Mulk Raj Anand states in his *Apology for Heroism* (1975: 20)

It is very difficult "to remain moral in an immoral world". Ghashiram's confrontation with the soldiers at the ceremony and consequent humiliation precipitate his inner protest against injustice and inhumanity.

Ghashiram assumes the role of an avenger and shows no compunction in "putting the child of his heart up for sale" (31), to the lecherous Nana Phadnavis, for he wants the power –the power that the phadnavis will invest him with if he caters to his lewd tastes. He sets the Phadnavis passion afire through his daughter. The dialogue between the humble servant and the mighty administrator has erotic overtones. Nana says, "Just one more time, Ghashiram. Just one more time, you bastard" (34)

Ghashiram begins to bargain, trying to convince Nana Phadnavis of his need to be made a powerful official to prevent himself being "humiliated all over Poona"(32). Nana's promises of other rewards do not impress Ghashiram. To Nana's 'Don't you have a heart?'(33) Ghashiram coldly responds, "The heart that gives a daughter to your whims and fancies, Highness" (33). The Phadnavis, realizing the futility of promises and inefficacy of threats, finally asks Ghashiram; "Then what can I do?" Seizing the opportunity offered thus by a lust-ridden lecher, Ghashiram proposes. "All right, Sir, to shut people's mouths, make me the Kotwal of Puna" (33). Stunned by the audacity of the alien Brahman, Nana Phadnavis persuades him to suggest some other arrangement. But, Ghashiram is adamant. Nana says in sheer helplessness, "Bastard, you've got me in a narrow pass" (34). Ghashiram admits the fact saying sarcastically, "yes, the narrow pass of my only daughter"

(34). Here is an instance of a lustful politician degrading himself before a power-crazy layman by raising him to the great office of Kotwal of Poona.

Ghashiram, thus, in his quest for power, confronts Nana and plays his game to become Kotwal of Poona. In fact, Ghashiram, the fool that he is, thinks that the Kotwali will be power in his hands, but Nana knows “what’ll happen is that our misdeeds will be credited to your account” (25). As such Ghashiram is outwitted at the game of power played by Nana who exploits him as long as he needs him and drops him unceremoniously at the end. Ghashiram’s transformation from a poor and helpless Brahman to the Kotwal is a journey from the world of innocence to the world of experience.

Two aspects of the play need to be mentioned at the outset. First, to quote Tendulkar(1986;VI)

Broadly speaking, I had in mind the emergence, the growth and the inevitable end of Ghashiram, also those who create and help Ghashiram to grow and the irony of stoning to death a person pretending that it is the end of Ghashiram. The point is that it is the story not of a Ghashiram but of the Ghashirams’ created by the rulers for their own selfish ends and destroyed unceremoniously when they have outlived their usefulness.

Girish Karnad’s incisive remarks on the play are (1994:15)

In his Ghashiram Kotwal, Tendulkar investigates a contemporary political problem: the emergence of ‘demons’ in the public. These demons are initially created by political leaders for the purposes of their own power games but ultimately go out of control and threaten to destroy their own creators. It is a theme recurrent in Indian Mythology; the demon made indestructible by the boon of gods and then turning on the god themselves.

Secondly, it must be kept in mind that only one aspect of Nana’s personality in relation to Ghashiram has been highlighted by the dramatist, who was otherwise supposedly a brilliant ruler. The personality clash between Nana and Ghashiram is the theme of the play at the surface level. At the deeper level, the play explores and exhibits the essential nature of the game of power politics which is characterized by violence, corruption, humiliation, suppression etc.

The whole play deals with the mechanics of power. It is the power of Nana which makes Ghashiram the Kotwal of Pune. It is the power of Ghashiram which terrorizes the citizens of Pune. It is the power of beauty of Lalitha Gauri that enthralls Nana for some time. The power politics is only an outward manifestation of undercurrent of discontent in the citizens of Pune. It is Ghashiram who brings dishonor on Nana by his unmindful terror. Ghashiram’s insolent behavior is the principle cause of his end of power.

As Vinitha Bhatnagar says (2000:145)

Gauri has few lines in the play and certainly none that hint at her own perception of her experience. But Ghashiram’s guilt is voiced in various parts of the dramatic text. Thus even in the triumphant celebration of his power, Ghashiram worries over the fate of his daughter.

In historical plays, it is the male who dominates the power politics. The female has a limited role to play. They are supposed to suffer patiently. The hesitant women in such plays grieve as they suffer but hardly work on their own. To act boldly, to oppose or to use power, are mostly qualities of men in historical plays. The female role in the politics of power is limited only to resignation, acceptance and lamination; if she tries to act, she becomes a threat to male hegemony, and must be punished, in a way that reinforces the patriarchal norms of gender. She must, accordingly, be punished for sexual misconduct,

which in patriarchy is the worst crime of all for a woman. Sexuality then is clearly linked to strategies of power, and it is this link between sexuality and power that Ghashiram Kotwal too probes in its story of the rise and fall of Ghashiram.

In this play Ghashiram dominates the people of Pune as he has a power which he gets after offering the innocent daughter to “the old over ripe bastard!” This old bastard Nana is dreadfully attached to Gauri. Ghashiram uses the power freely and creates a world of his own. He very soon grows arrogant, imposes very strict rules, some of them are observed, for example no whoring. Cremation or inter-caste dining can be done without permit. When Ghashiram suspects even a real permit to be a counterfeit one, a woman goes directly to Nana Phadnavis with a complaint

My husband and his brother have been arrested by the Kotwal’s soldiers. My father-in-law died. They won’t let them hold the funeral. The permit is real but they call it counterfeit. Sir – the corpse has been lying in the cremation ground since morning. The dogs are gathering. Sir, please give me justice (32).

Nana has no time for such genuine grievances. He makes a show of pharisaic rules performing “Ganesh Puja” and enjoying the company of girls.

The attainment of power at the cost of the chasticity of his daughter does lead Ghashiram to his doom. This stage of doom and gloom is the result of his own terrible, tyrannical rule which claims the life of Gauri. His hate is sealed the day he becomes the Kotwal of Pune. The very power which he wants to attain claims two lives in his family and one of the unborn children. His daughter has died on account of her premarital pregnancy and forced abortion. His reign of terror continues till his doom day comes.

At a critical stage, Nana makes Ghashiram a powerless person and leaves him to die. Ghashiram loses his identity as he has a strong desire to acquire power. His rising to power is a major incident in his life. His end is a tragic episode in the play. It is the result of his arrogant behavior and savageries. Ghashiram cannot isolate Nana for a long time from the people of Pune. The influence of Ghashiram on Nana is purely temporary. Lonesome Ghashiram acts savagely and the result is his unceremonious austere not from the world of power but from this materialistic world. The play narrates the fate of a poor Brahman from kannauj, who grabs power, becomes a tyrannical executor of power and at last dies powerless. It is the aggressiveness of Ghashiram which leads him to his doom. Irrationality of justice is seen at the end of the play.

Ghashiram becomes a pawn in his power game. He persecutes Nana’s enemies without knowing it and acquires a bad name. Thus not only his daughter but also his Kotwali is used cleverly by Nana. That is why Samik Bandhopadhyay points out (1986: IV)

The real power uses the masks of deputation to meditate the exercise of power, to hide from the victims the real face of power, so that all resistance is effectively deflected.

It is Nana who exercised the power through Ghashiram to subdue his enemies but it is Ghashiram who received the wrath of the people. This throws light rather on the contemporary political scene than on the past history of Puna. A close study of Ghashiram Kotwal reveals that power here is defined horizontally in terms of individuals against individuals: from humiliation to revenge in assertion to eventual victimization: played out against a background of political and moral decadence and degeneracy, with sexuality impinging on strategies of power.

In his social criticism, Tendulkar is more concerned with the Mechanism of Power operating within the society than with the economic and political implications and sources of that power. This view point is derived from the arguments of Foucault who said, “one of

the first thing that has to be understood is that power is not localized in the state apparatus and that nothing in society will be changed if the mechanism of power that function outside, below and alongside the state apparatuses, on a much more minute and every day level, are not also changed.” In this play Tendulkar observes the operation of religiosity, sexuality and deputationist politics as services or power. All these are thematic principles imbued with the elements of universality – operating in almost all societies at all times.

Indiscriminate opportunism on the part of Ghashiram Kotwal and deputationist power delegated by Nana to the Kotwal temporarily are devices used by Nana and Ghashiram to grab and retain power. It is a play where a power- seeker goes on all fours to let Nana put his foot on, in order to carry favor with him: where a father sells his daughter to have access to power: a ruler who seemingly gives away the power in order to spend a few days with a young girl. And a Maratha nobleman, jealous of the Kotwal's power who wants to grab the power himself, goes running to Peshwa to complain about the death of the Brahmans.

In the ultimate analysis, power would remain in the hands of the ruler adept in the ways of power politicking. According to Margaret Atwood in *The Second Words* (1982:353)

The exercise of power depends on who has got it, who wants it, how it operates: in a word who's allowed to do what to whom, who gets away with it and how

Nana, of course, wins on all these counts outwitting Ghashiram comprehensively in the play of power- politics.

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Natures of Renaissance Comedy

Mojgan Abshavi

The origins of comedy are obscure, but it is agreed that it somehow grew out of ritual miming, singing, and above all dancing. The earliest form of comedy, known as Old Comedy, appears almost to have sprung fully formed from the brain and stylus of Aristophanes (448-385). But it should not be forgotten that he did have predecessors, and indeed contemporaries and rivals. What the ancient critics called 'Old Comedy' (to distinguish it from the 'New Comedy' of Menander; 'Middle Comedy' is a more recent and fuzzier classification) was not identical with the output of Aristophanes (Cartledge, 12).

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For a start, comedy as a genre had been officially recognized at the Dionysia since 486, forty years or so before Aristophanes was born, and at the Lenaia since about 440. When he made his debut in 427, comedy was almost sixty years old. Krates and Magnes were the great names of the first generation of comic playwrights; and Kratinos, a much older contemporary of Aristophanes who was showing before Aristophanes was born, yet survived many trials and tribulations to defeat the younger man's *Clouds* with his *Putine* ('Flask') at the Dionysia of 423. Then there was his almost exact contemporary Eupolis, who kept pace with him until his death in 412/11 (Cartledge, 12).

All the same, it does seem pretty clear that the contribution of Aristophanes to comedy was overwhelming and unique, that it was he above all who shaped the genre of Old Comedy. We only have about one quarter of his original output in anything like its original form (Cartledge, 12), and the remainder of the almost 400 known plays survive only in snippety quotations or tatters of papyrus fragments or just as bare titles (Cartledge, 13).

Old Comedy was a kind of drama developed from fertility rites in honor of Dionysus. It was fantastic, bawdy and scurrilous, and at times obscene. It featured three stock characters: *bornlochos* (buffoon); *alazon* (impostor or braggart); and *iron* (a self-derogating character). Invective and satire were essential elements in it. Much of the verse was finely lyrical. The Chorus took an important part in the action and represented the dramatist's point of view. In what is known as New Comedy the Chorus disappeared. Unhappily only the plays of Aristophanes survive from this period. The best known are *Clouds*, *Knights*, and *Frogs* (Cuddon, 611).

New Comedy flourished in the 3rd and 4th centuries BC. It differed from the Old Comedy in that there was little or no satire (common in Aristophanes) and both plots and characters were very often stereotyped. The emphasis was on intricate amorous intrigues with a happy ending. Menander, Philemon, and Diphilus were the best known playwrights. They were imitated by the Romans Plautus and Terence, who, in turn, had a considerable influence on Elizabethan comedy (Cuddon, 544).

According to Aristotle (384-322 BC) in his *Poetics*, comedy "wishes to imitate men worse than those of now," and tragedy imitates those "who are better." This is the opening salvo in Western criticism on the topic of comic theory offered by Aristotle in the second chapter of his fragmentary *Poetics*. In chapter 5, he expands: "Comedy . . . is an imitation of the more base, not, however, in respect of every kind of badness, but in respect of that part of the ugly which is ludicrous". Comedy presents men as worse than in actual life, ludicrously ugly, though not precisely morally bad (*Demastes*, 11). According to Peter Thomson, modern reconstructions of Aristotle's lost notes have plausibly proposed that he would have claimed for the genre a purgative effect comparable with that of tragic catharsis, a provoking of pleasure and laughter that would have the effect of curbing

harmful excesses of either. Such theorizing can be remote from practice. More significant in the subsequent history of drama is the neo-Aristotelian distinction between the social status of the characters appropriate to tragedy and to comedy (Coyle et al., 1993: 376).

According to Cuddon (1999), at the Renaissance a very different view of comedy from the preceding views prevailed, as one can soon discover from a brief examination of the English critics. For the most part they held the view that the object of comedy was educative, if not actually retributive. Characteristic points of view were expressed by Sir Philip Sidney (1554-1586) and George Puttenham (1529-1590). In his *Apologie for Poetrie* (1595) Sidney says that:

Comedy is an imitation of the common errors of life, which he represent in the most ridiculous and scornful sort that may be; so that it is impossible that any beholder can be content to be such a one.

Now, as in Geometry the oblique must bee knowne as wel as the right, and in Arithmetic the odde as well as the even, so in the actions of our life who seeth not the filthines of evil wanteth a great foile to perceive the beauty of vertue. This doth the Comedy handle so in our private and domestical matters, as with hearing it we get as it were an experience, what is to be looked for... (150-151)

In *The Arte of English Poesie* (1589), Puttenham wrote:

. . . but commonly of marchants, souldiers, artificers, good honest householders, and also of unthrifty youthes, young damsels, old nurses, bawds, brokers, ruffians, and parasites, with such like, in whose behaviors lyeth in effect the whole course and trade of man's life, and therefore tended altogither to the good amendment of man by discipline and example. It was also much for the solace and recreation of the common people by reason of the pageants and shewes. And this kind of poem was called Comedy. . . (Cuddon, 151).

Critics believe that many comedies of the Tudor and Jacobean periods had some moral and corrective purposes but relatively a few intended to give pleasure and entertainment.

By the mid-sixteenth century, only Scaliger could proclaim, in his *Poetices Libri Septem* (1561), that 'Comedy employs characters from rustic or low city life.' The distinction is less important at its extremities than in the generally accepted belief that comedy is about people who are not socially removed from the majority of the audience. It was this compatibility that gave currency to Cicero's famous dictum that comedy is 'an imitation of life, a mirror of custom, and an image of truth.'

The writers' craft is revealed in the quality of their imagination, the exactness of their imitation, and vividness of their images, nonetheless the purpose is life, custom, and truth. For Aristotle, comedy is 'an imitation of men worse than the average; worse, however, not as regards any and every sort of fault, but only as regards one particular kind, the Ridiculous, which is a species of the Ugly.' What is held up to ridicule is also held up for correction, and it was the intention 'to mix profit with your pleasure' (Jonson, Prologue to *Volpone*, 1605) that came to distinguish high comedy from its hangers-on in Elizabethan and post-Elizabethan Britain. There are, as we might expect echoes of Aristotle and of Cicero in the Prologue Jonson wrote for the revival (1612) of his *Every Man in His Humour*. Determined to guide his new audience's responses, he promises:

*...persons such as Comedy would choose
When she would show an image of the times,
And sport with human follies, not with crimes.*

*But he warns that follies become crimes if we persist in them:
I mean such errors, as you'll all confess
By laughing at them, they deserve no less:
Which when you heartily do, there's hope left, then,
You, that have so grac'd monsters, may like men.*

Jonson is the influential advertiser of a form of critical, or corrective, 'comedy' which provided a model, honoured in the breach as well as in the observance, for what became the dominant European tradition. Prefigured in the 'New Comedy' of Menander, it is variously reflected in the work of Molière and Beaumarchais, of Lessing, of Griboyedov, Gogol and Ostrovsky, of Wycherley and Congreve, of Bjørnson and Ibsen, as well as of countless lesser writers. It is a kind of comedy which invites us to laugh at the faults and fetishes of its chosen victims and may scold us if we fail to do so. Having exhibited their own intelligence, the authors expect intelligent responses. This, for George Meredith in his much-quoted Essay on Comedy (1877), is 'true comedy', whose test is that 'it shall awaken thoughtful laughter' (Coyle et al., 376-377).

Although Shakespeare and Ben Jonson were the greatest comedy writers of the age in England, they had many imitators. But there were also many original works written in the period. Ralph Roister Doister (c. 1553) by Nicholas Udall is regarded as the first English dramatic comedy. Notable minor works are John Lyly's *Endimion* (1591); Robert Greene's *Friar Bacon and Friar Bungay* (1594); George Peele's *The Old Wives' Tale* (1595); Dekker's *The Shoemaker's Holiday* (1600), *Old Fortunatus* (1600); John Marston's *The Dutch Courtezan* (1605), *What You Will* (1607); George Chapman's *All Fools* (1605), *Eastward Ho!* (1605), *Monsieur D'Olive* (1606); Philip Massinger's *A New Way to Pay Old Debts* (1633) - plus several plays by Francis Beaumont, John Fletcher, and John Heywood. One should also mention the somber tragedies of John Webster and Cyril Tourneur which depend for much of their effect upon comedy of a peculiarly sardonic and ironical kind. Christopher Marlowe wrote no comedies but there is so much rough and ready comedy in *Dr Faustus* (1588) that at times it is almost farcical (Cuddon, 152-3). His *The Jew of Malta* too has some comic element.

There are so many types of comedy practiced from the initial emergence of this genre in literature including: *comédie*; *comédie-ballet*; *comédielarmoyante*; comedy of humours; comedy of ideas; comedy of intrigue; comedy of manners; comedy of morals; comedy of ideas; comedy of menace; *commedia dell'arte*; *commedia erudita*; burlesque; black comedy; drawing-room comedy; domestic comedy; farce; high comedy; low comedy; musical comedy; domestic comedy; romantic comedy; pastoral drama; satirical comedy; sentimental comedy; *comedias du ruido*; *comedias de figurón*; *comedias de capa y espada*; tragi-comedy, in addition to all those plays which may be classified under the heading of *Theatre of the Absurd*, etc (Cuddon, 148).

Among these, the following were written in the Renaissance throughout Europe: *commedia dell'arte*, *commedia erudite*, *comedias du ruido*, *comedias de capa y espada* romantic comedy, pastoral drama, satirical comedy, comedy of manners, farce, black comedy, comedy of humours, comedy of morals, tragi-comedy, and the comedy of intrigue. These forms were often limited to certain European countries, but later imitated or adapted throughout Europe.

Commedia dell'Arte which means 'comedy of the professional actors', the *arti*, groups of artisans or guilds in medieval Italy; means 'comedy of the professional actors'. The absolute origins of this dramatic genre are obscure, but they are probably Roman. Commedia dell'arte developed in 16th century Italy and had a considerable influence on European drama. The troupes or companies who performed the plays travelled widely through Europe, especially in France. The plots of commedia dell'arte were usually based on love intrigues involving people of all ages; masters and servants, mistresses and confidantes. Both plot and dialogue were often improvised after basic rehearsal (improvisation was important because performance could be adapted to local and contemporary needs) and the success of a piece depended very largely on the comic ingenuity of the performers, who would include mime, farce, clownish buffoonery, and music in the presentation. Characters were stock types. The main male characters were: Pantaloon, the Captain, a Doctor, the Inamorato, the servants Harlequin, Brighella and Scapino. The main female characters were also stock types. There was Inamorata, her confidante the Soubrette - as like as not in love with one of the servants - plus Canterina and Ballerina who provided interludes in the main action (Cuddon, 160-61). In a typical play, a pair of young lovers outwits a rich old father ("Pantaloon"), aided by a clever and intriguing servant ("Harlequin"), in a plot enlivened by the buffoonery of "Punch" and other clowns (Abrams, 42). In spirit, if not in fact, a play like Shakespeare's *The Comedy of Errors* owes something to the traditions of commedia dell'arte, and one can detect the influence of the form in the works of Ben Jonson, Moliere, and Goldoni; in pantomime, farce, puppet plays, and ballet (Cuddon, 160-61).

Commedia erudite ('learned comedy') was a form of comedy favored in Italy in the 15th century. It was often a learned imitation of Classical comedies, particularly those by Terence and Plautus. Ariosto was one of the main developers of the form who was distinguished for his picture of the habits of his time. Machiavelli and Aretino were two of the best known dramatists to follow him. Machiavelli's *La Mandragola* or *The Mandrake* (1520) is widely regarded as an outstanding example (Cuddon, 161).

Comedias du ruido (Spanish for 'noisy plays') was thus named in Spanish Golden Age drama because they required many stage props, contraptions and mechanical devices. By the 17th century, stage machinery had become very ingenious and spectacular effects were achieved, but it did make rather a lot of noise. Many of the comedias had as their main theme the life of a saint. Others had mythological and historical themes. Lope de Vega (1562-1611) is believed to have written over two hundred of them (Cuddon, 146-147).

Comedias de capa y espada (Spanish for 'cloak and sword plays') is a species of Spanish Golden Age drama (also known as comedias de ingenio), thus called because the protagonists were normally gentlemen or nobles who wore a cloak and carried a sword. Any plebeian characters wore everyday dress. They were mostly about domestic intrigue. One of the first known is *Comedia Himenea* by Bartolomé de Torres Naharro (1485?-1524?). Many Golden Age dramatists wrote them, including Pedro Calderón de la Barca (Cuddon, 146).

Romantic Comedy was developed by Elizabethan dramatists on the model of contemporary prose romances such as Thomas Lodge's *Rosalynde* (1590), the source of Shakespeare's *As You Like It* (1599). Such comedy represents a love affair that involves a beautiful and engaging heroine (sometimes disguised as a man); the course of this love does not run smooth, yet overcomes all difficulties to end in a happy union. Many of the boy-meets-girl plots of later writers are instances of romantic comedy (Abrams, 38). Robert Greene's *Friar Bacon and Friar Bungay* (1594) is a romantic comedy which presents

the first great romantic heroine of the English stage, Margaret, who is an ideal woman and the prototype of Shakespeare's many lovely women (Abjadian, 185).

The *Old Wives' Tale* (1595) by George Peele (1556-1596) is a satire on the romantic dramas of the time, the first English work of this kind (Drabble, 740). Although only the titles of most of these popular works have survived, they seem to be unrelated composites of popular romantic and fairytale motifs of the era. They were full of romantic inventions but devoid of moral content. Peele here presents an amiably ironic and exaggerated version of such a play (Wikipedia).

In *The Anatomy of Criticism* (1957), Northrop Frye points out that some of Shakespeare's romantic comedies manifest a movement from the normal world of conflict and trouble into "the green world"—the Forest of Arden in *As You Like It*, or the fairy-haunted wood of *A Midsummer Night's Dream*—in which the problems and injustices of the ordinary world are dissolved, enemies reconciled, and true lovers united. Frye regards that phenomenon (together with other aspects of these comedies, such as their festive conclusion in the social ritual of a wedding, a feast, a dance) as evidence that comic plots derive from primitive myths and rituals that celebrated the victory of spring over winter (Abrams, 38).

Pastoral Drama appeared in Renaissance Italy. Poliziano's *Orfeo* (1480) shows the beginnings of the new form, but it reached its zenith in the late 16th century with Tasso's *Aminta* (1573), Isabella Andreini's *Mirtilla* (1588), and Guarini's *Il pastor fido* (1590) (Wikipedia.org/wiki/Pastoral). The Portuguese Bernardim Ribeiro's (1482–1552) *Livro das saudades* (1554), mostly known as *Menina e moça* (Maiden and Modest), is one of the finest examples of the genre of pastoral romance in the era (Wikipedia.org/wiki/Portuguese_Renaissance). John Lyly's *Endimion* (1579) brought the Italian-style pastoral play to England. Sidney's *The Lady of May* (1578) is another example (Wikipedia.org/wiki/Pastoral). The influence of these works is discernible in a number of Shakespeare's plays as in *As You Like It* (1599) which is based on the contemporary pastoral romance *Rosalynde* (1590) by Thomas Lodge and in *The Winter's Tale* (1611), of which Act 4 Scene 4 is a lengthy pastoral digression (Wikipedia.org/wiki/Pastoral); also in Ben Jonson's unfinished play *The Sad Shepherd* (1641). This was a descendant of the Whitsuntide pastorals. James Shirley (1596-1666) also wrote a pastoral play called *The Arcadia* (1640), which was a kind of adaptation from Sidney's work. But probably the most distinguished pastoral play in English literature was John Fletcher's *The Faithful Shepherdess* (1608). Masques of the period also used pastoral themes. One of the last to do so was Milton's *Comus* (1634) (Cuddon, 646). Pastoral and pastoral drama also flourished in France in the latter part of the 16th century and during the 17th century. The first French pastorals were short plays performed before a tragedy, but were eventually expanded into five acts. Nicolas de Montreux (1561-1608) wrote three pastorals: *Athlette* (1585), *Diane* (1594) *Arimène* ou le berger désespéré (1596) (Wikipedia.org/wiki/French_Renaissance).

The Maid's Metamorphosis (1600) is a pastoral comedy and "a comedy of considerable merit" that was published anonymously; moreover its authorship has been a long-standing point of dispute among scholars. It is either attributed to John Lyly, John Day, Samuel Daniel, or George Peele. The play is written in rhymed couplets, a rather dated style for 1600; and it bears obvious resemblances to Lyly's type of drama. "Anonymous imitator of Lyly" may be the most accurate assignment of authorship that can be made, based on the available evidence. Several commentators have argued that *The Maid's Metamorphosis* was an "occasional play," meaning that it was composed for a specific occasion — in this case a noble wedding, most likely the wedding of Henry

Somerset, Lord Herbert (later Earl and Marquess of Worcester) and Anne Russell, which occurred on 16 June 1600 (wikipedia).

Satiric Comedy ridicules political policies or philosophical doctrines, or else attacks deviations from the social order by making ridiculous the violators of its standards of morals or manners. The early master of satiric comedy was the Greek Aristophanes (450-385 B.C.) whose plays mocked political, philosophical, and literary matters of his age. Ben Jonson wrote satiric or "corrective comedy." In his *Volpone* and *The Alchemist*, for example, the greed and ingenuity of one or more intelligent but rascally swindlers, and the equal greed but stupid gullibility of their victims, are made grotesquely or repulsively ludicrous rather than lightly amusing (Abrams, 39). Gil Vicente, called the Trobadour (1465 – 1536), Portugal's chief dramatist, who is sometimes called the "Portuguese Plautus," the "Father of Portuguese drama," and as one of Western literature's greatest playwrights, worked in Portuguese as much as in Spanish and is thus, with Juan del Encina, considered joint-father of Spanish drama too. Vicente's comedies and farces were likely influenced by indigenous popular entertainment. His comedies blended slapstick and satire (Wikipedia). Machiavelli's *La Mandragola* or *The Mandrake* (1520) is both a comedy of character and a satirical play in which Machiavelli set the action in 1504 during the period of the Florentine Republic to express his frustrations without fear of censure from patrons already ill-disposed towards him and his writing. (wikipedia). And Étienne Jodelle (1532-1573) wrote *L'Eugène* (1552), a comedy satirizing the superior clergy (wikipedia).

Comedy of Manners originated in the New Comedy of the Greek Menander (342-292 B.C.) as distinguished from the Old Comedy represented by Aristophanes, was developed by the Roman dramatists Plautus and Terence in the third and second centuries B.C. Their plays dealt with the vicissitudes of young lovers and included what became the stock characters of much later comedy, such as the clever servant, old and stodgy parents, and the wealthy rival. The English comedy of manners was early exemplified by Shakespeare's *Love's Labour's Lost* and *Much Ado about Nothing* (Abrams, 39).

Farce is a type of comedy designed to provoke the audience to simple, hearty laughter, "belly laughs", in the manner of speaking of the theater. To do so it commonly employs highly exaggerated or caricatured types of characters, puts them into improbable and ludicrous situations, and makes free use of sexual mix-ups, broad verbal humor, and physical bustle and horseplay. Farce was a component in the comic episodes in medieval miracle plays, such as the Wakefield plays *Noah* and the *Second Shepherd's Play*, and constituted the matter of the Italian *commedia dell'arte* in the Renaissance. In the English drama that has stood the test of time, farce is usually an episode in a more complex form of comedy—examples are the knockabout scenes in Shakespeare's *The Taming of the Shrew* and *The Merry Wives of Windsor* (Abrams, 40). Gil Vicente's *Auto da Índia* ("Act of India") (1509) shows is comparable to a modern bedroom farce. Another notable example of his farce is *Farsa de Inês Pereira* (1523).

Black Comedy is a form of drama which displays a marked disillusionment and cynicism. It shows human beings without convictions and with little hope, regulated by fate or fortune or incomprehensible powers. In fact, human beings are in an 'absurd' predicament. At its darkest such comedy is pervaded by a kind of sour despair: we can't do anything so we may as well laugh. The wit is mordant and the humour sardonic. This form of drama has no easily perceptible ancestry unless it be tragi-comedy and the so-called 'dark' comedies of Shakespeare, for instance, *The Merchant of Venice*, *Measure for Measure*, *All's Well that Ends Well*, and *The Winter's Tale* (Cuddon, 87).

Comedy of Humours is a form of drama which became fashionable at the very end of the 15th century and early in the 17th century. It was so called because it presented 'humorous' characters whose actions (in terms of the medieval and Renaissance theory of humours) were ruled by a particular passion, trait, disposition or humour. Basically this was a physiological interpretation of character and personality. Though there were ample precedents for this in allegory, in Tudor Morality Plays and Interludes (Cuddon, 158), the sub-genre was initiated by George Chapman with his *An Humorous Day's Mirth* (1597), but is most strongly associated with Ben Jonson (Wikipedia), who appears to have been the first person to have elaborated the idea on any scale. His two outstanding works in this kind of comedy are *Every Man in His Humour* (1598) and *Every Man Out of His Humour* (1599); plus minor works like *The Magnetic Lady: or Humours Reconciled* (1632). Following the practice of the Moralities and Interludes, Jonson named dramatis personae aptronymically. The indication of character in this fashion became a common practice and continued to be much favored by dramatists and novelists in the 18th and 19th centuries (Cuddon, 158).

John Fletcher, a contemporary of Jonson's, wrote a number of 'humour' comedies such as his tragicomedy *The Humorous Lieutenant* (c. 1619), and other plays of note from the period are Chapman's *All Fools* (c. 1604), Middleton's *A Trick to Catch the Old One* (1605), and Massinger's *A New Way to Pay Old Debts* (1625) (Cuddon, 158).

Comedy of Morals is the same as satirical comedy, it designed to ridicule and correct vices like hypocrisy, pride, avarice, social pretensions, simony, and nepotism. Ben Jonson Molière is the supreme playwright in this genre in the Renaissance (Cuddon, 159).

Tragi-Comedy derives from a reference by Plautus (214-184 BC) to the unconventional mixture of kings, gods, and servants in his own play *Amphitruo* as tagico-comoedia. However, the idea of tragic-comedy was not new even then since Euripides's *Alcestis* and *Iphigenia* (both tragedies) had happy endings; and Aristotle had made it clear in *Poetics* that audiences preferred the kind of endings where poetic justice was seen to be done.

From the late Middle Ages (or early Renaissance) there are two roughly identifiable genres of tragi-comedy in drama: the Neoclassical and the popular. Some Italian playwrights, of whom the best known is Giraldi Cinthio, wrote several tragedies with happy endings, which he called *tragediemiste* ('mixed tragedies'). Others wrote what Polonius might have called *tragicomedies* (or *comical tragedies*), which had serious main plots and comic sub-plots. By the end of the 16th century, these two kinds had drawn together and were more or less indistinguishable. By this time, anyway, we find an increasing mingling of tragic and comic elements, the use of comic relief in tragedy, and what might be called tragic aggravation or heightening in comedy (Cuddon, 934).

A different kind of tragi-comedy was that devised by the Italian Guarini (1537-1612), author of the pastoral drama *Il pastor fido* (1585). Guarini drew on the pastoral tradition. Like Cinthio, he had characters of rank and nobility and also tragic elements; but he also presented comic episodes and characters and used appropriate comic diction. His play had a mixed reception and some critics attacked it. As a result he wrote his *Compendia dellapoesiatragicomica* (1601) to defend and explain what he was aiming at. He stressed particularly the need for a style of poetry which should be midway between that suitable for tragedy and comedy. *Il pastor fido* had a considerable vogue in England in the 17th century. It was often translated and also acted in a Latin version at Cambridge. The dramatist most influenced by Guarini in England was John Fletcher, whose version of Guarini was *The Faithful Shepherdess* (1608). His preface, following Guarini, describes the

genre: 'A tragicomedy is not so-called in respect of mirth and killing, but in respect it wants deaths, which is enough to make it no tragedy, yet brings some near it, which is enough to make it no comedy. . .' Beaumont and Fletcher between them created several tragicomedies for courtly audiences in private theatres (Cuddon, 934).

Shakespeare also wrote tragi-comedies, all different from each other and from anything that preceded them: namely, *Troilus and Cressida* (1602), *All's Well that Ends Well*, *Measure for Measure* (1604), *The Winter's Tale* (1609-10), *Cymbeline* (1610), and *The Tempest* (1611). Ben Jonson seems not to have approved of tragi-comedy (he describes it as 'mongrel') but late in life he wrote *The Sad Shepherd* (1641), of which only two acts were completed, and this is a tragic-comedy. Other works of note were: Beaumont and Fletcher's *Philaster, or Love Lies A-Bleeding* (1610) and Chapman's *The Widow's Tears* (1612). Marston, Heywood, and Massinger also wrote tragi-comedies (Cuddon, 935).

It is noticeable that by the turn of the 16th century something like a theory of tragicomedy is evolving. We find John Florio (1553-1625) referring to 'tragi-comedia' and Sir Philip Sidney in his *Apologie for Poetrie* (1595) speaking of 'mungrell Tragi-comedie'. In 1603, Samuel Harsnet (1561-1631) alludes to Plautus's classification thus: 'Our *Daemonopoiia* or *Devill-fiction* is *Tragico-Comoedia*, a mixture of both as *Amphitryo* in Plautus is . . .' And William Drummond of Hawthornden (1585-1649) refers to this tragicomedy called life.

The pioneer of tragi-comedy in France was Robert Garnier (1544-1590), who wrote *Bradamante* (1582), adapted from Ariosto's *Orlando Furioso*. Thereafter the genre was developed by Jean Schelandre, who wrote *Tyr et Sidon*, (1608), later rewritten under the influence of Alexandre Hardy (c. 1569-1632.), a prolific writer of tragi-comedies who borrowed his plot materials from Spanish sources: notably Cervantes, who had been influenced by the novel *Tragicomedia de Calisto y Melibea* by Fernando de Rojas (c. 1465/73-1541) (Cuddon, 935).

Comedy of Intrigue is a form of comedy which depends on an intricate plot full of surprises and tends to subordinate character to plot. This distinguishes it from the comedy of manners, though the latter may also have complex plots. The form originated in Spain and was largely the work of a group of four famous dramatists: Lope de Vega (1562-1635), Tirso de Molina (1571-1648), Alarcón (1581-1639), and Moreto (1618-1669). It has not appealed much to English dramatists, but Aphra Behn (1640-1689) made some distinguished contributions in the 17th century (Cuddon, 159).

Place Realism is concerned with the exploitation of actual contemporaneous locations and institutions in their settings and plots. Such plays can be found scattered throughout the seventeenth century. Yet a surprising number of them cluster in 1630s. Shirley's *Hyde Park* (1632), Shackerley Marmion's *Holland's Leaguer* (1631), Thomas Nabbes's *Covent Garden* (1633), and *Tottenham Court* (1634) are some examples. The first publication of Ben Jonson's *Bartholomew Fair* 1631 may have acted as a spur to this type of drama. Several of Brome's plays fall naturally into the same category: *The New Academy* (1640), *The Weeding of Covent Garden* (1632-33), and *The Sparagus Garden* (1635) are good examples of "topographical comedy." Thomas Nabbes wrote his own *Covent Garden* (Wikipedia).

Green World Comedy employed a retreat from society into nature to reflect back upon the social world. Pastoral was a prior form of such drama, though as the seventeenth century wore on, pastoral came to seem an ever-more dated form; and the alternative of plays on gypsies and "merry beggars" began to fill its place. The Beaumont and Fletcher

play *Beggars' Bush* (1612–13) was a key development in this direction. Ben Jonson's 1621 masque *The Gypsies Metamorphosed* is also worth noting, since Brome was a self-styled follower of Jonson. Several works in the canon of Thomas Dekker and his collaborators, notably *The Spanish Gypsy*, belong in the same category. Brome's *A Jovial Crew, or the Merry Beggars* (1641) is only one item in a literature on beggars and their habits and music that grew throughout the century, from Samuel Rowlands' *Slang Beggars' Songs* (1610) to Daniel Defoe's *The Complete Mendicant* (1699) (Wikipedia).

Renaissance dramatic comedy is a vast area of discussion as there are many writers and works to be mentioned and interpreted. Since Renaissance was widespread throughout whole Europe, different countries of the continent witnesses remarkable changes in their literature. Among these countries, England, Italy, France, Spain, and Portugal make greater names in the realm of dramatic comedy respectively. Many of the comedies written and performed were adaptations from ancient Roman sources initially and early Renaissance playwrights later. However, there can be observed definite comic genres in Renaissance drama which many Renaissance dramatists followed and by which wrote comic masterpieces.

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Role of Ethnicity and Identity in Postcolonial English

Mriganka Choudhury

Introduction

Postcolonial writings refer to the literary and textual processes of assertion of the natives regarding their difference from, resistance to and negotiation with former colonial masters and also evolving strategies to counter the growing trends of globalizing and neocolonial methods through which the American and European imperialists try to establish their dominance over the erstwhile colonies and other lesser developed nations. Ethnicity and Identity are two fields that reflect the postcolonial rejection of the idea of universal humanism as proposed and practised by the colonizers. The growing importance of English as the lingua-franca in the present globalized economic-political-social and cultural scenario has also witnessed the growing postcolonial tendency of rejecting the concept of a 'standard' English, the English used by the 'natives' which should be the benchmark as far as 'universality' is concerned. It is in this context that the late Henry Kahane remarked: "English is the great laboratory of today's sociolinguist" (1986, p. 495). There is now a growing consensus among scholars that there is not one English language anymore: rather there are many (McArthur 1998), and most of these types of English are not at all connected with the language's early tradition based on Judeo-Christianity. The conceptual framework that governs the study of these Englishes is termed World Englishes. My attempt in this paper is to examine how the postcolonial perspectives of ethnicity, identity and literature are instrumental in the use of 'World Englishes' and how World Englishes shape the linguistic and literary treatment of English in the decolonized nations.

The Emergence of English as a Globally Recognized Language

It is undoubtedly an irrefutable fact that English nowadays occupies a position of universal global acceptability. In fact, it is the lingua-franca of the present world. Its spread is arguably "the most striking example of 'language expansion' of this century if not in all recorded history. It has by far exceeded that other famous case, the spread of Latin during the Roman Empire" (Platt et al 1984, p. 1). John Adams's prophecy that "English will become the most respected and universally read and spoken language in the world" (Kachru 1992a) has in fact come true. According to Knowles, this global spread of English has come about due to two factors: firstly, by the transplantation of the language by the native speakers and secondly, by the introduction of the language as an official language along with other national languages. The first factor saw the introduction of English in Wales, Scotland, parts of Ireland, North America, Canada, Australia and New Zealand. The adoption of English especially in North America, Canada, Australia and New Zealand was instrumental in the emergence of English as a major language in the world, though it was yet to be accepted as a global language.

The global stature of English was achieved only when the second factor emerged, i.e. when English arrived on the shores of South Asia, Africa and Latin America-----places that traditionally had no contact with the English language. The introduction of English into the socio-cultural environment of these parts of the world resulted in various alterations in the sociolinguistic colour of the English language. English came into contact with a wide variety of languages: Indo Aryan and Dravidian languages in Asia, languages of the Niger-Congo family in Africa and with Altaic languages in Southeast Asia. This Socio-Cultural-Linguistic contact saw the emergence of regional-contact varieties of English namely, Indian English, Malaysian English, Singaporean English, Philippine English, Nigerian English and Ghanaian English (Kachru, 1965). The global spread of English has been explained by Kachru through three concentric circles where the inner circle comprises of

the nations with native English speakers, the outer circle comprises of the nations where English has come to occupy equal status with the native languages and the expanding circle comprises of nations where there is an increased use of the language in this era of globalisation. Kachru's (1988) concentric circle model (Figure 1) captures the historical, sociolinguistic, acquisitional, and literary contexts of the spread and diffusion of English.

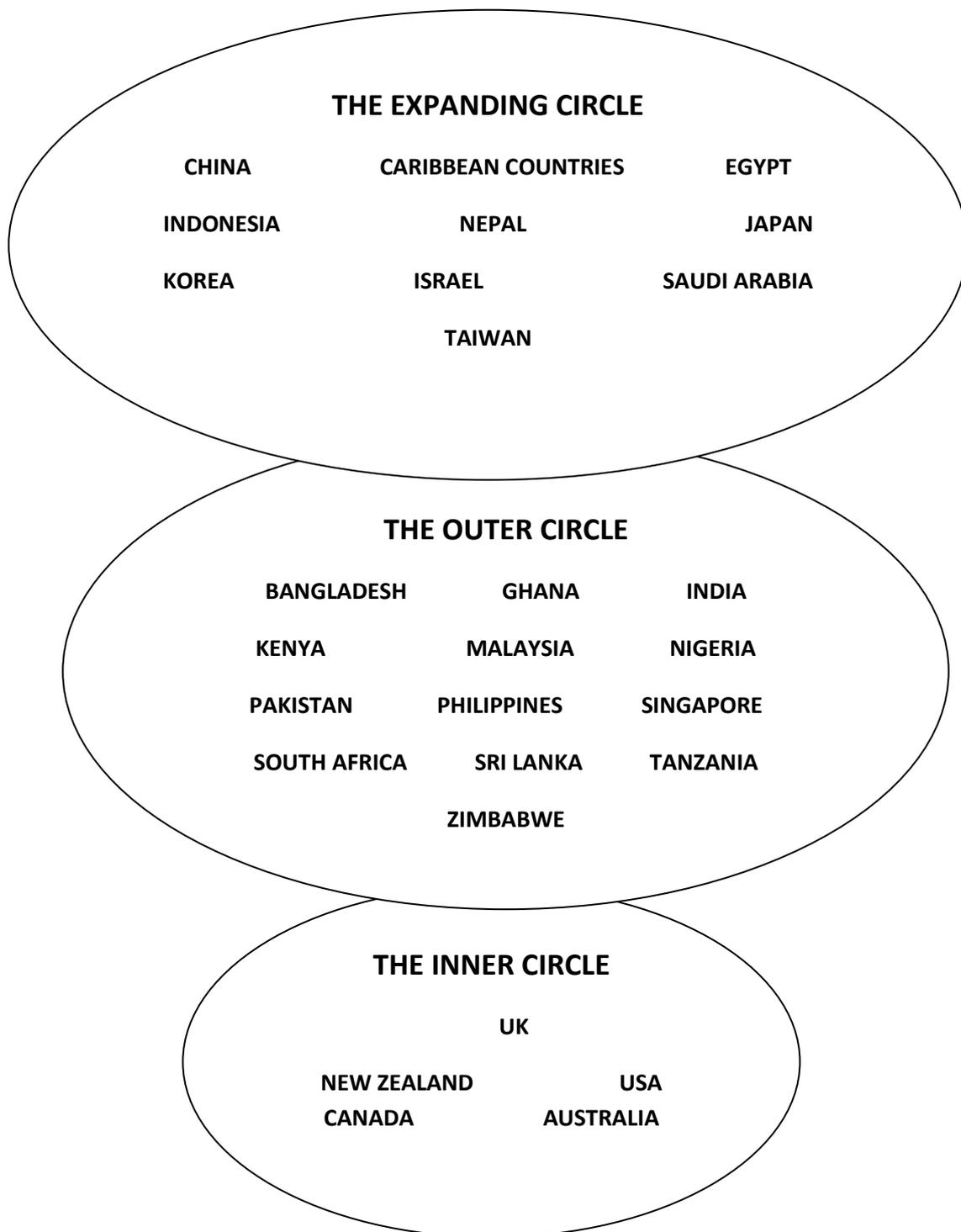


Figure 1: The Concentric Circles by Kachru

Just as the inner circle denotes the nations where English is the native language, the outer circle comprises of nations where English has grown among non native speakers and where it enjoys a position equivalent to any other native language of those regions. The

expanding circle, on the other hand, comprises of nations where English does not enjoy a status as in those nations in the outer circle and is only a foreign language to be learnt for some specific purposes.

Reactions to the Global Growth of English

The emergence of English as a global language has both been appreciated and frowned upon by various socio-linguists. On the one hand, we have great linguists like Professor David Crystal hailing the emergence of English as a global language and on the other, we have scholars like Dr. Phillipson who have rejected this claim and also have pointed out the danger of such a development.

While exploring the global emergence of English language in recent times, Crystal, in his book “English as a Global Language”, has opined that those who don’t speak English will in fact be empowered by learning the language. Moreover, the growth of non-native speakers has witnessed the emergence of a World English which is being shaped and structured by not only the native speakers, but also by the non-native ones. Crystal talks of a new world that hinges on global interdependence where he “sees English playing a central role in empowering the subjugated and marginalized, and eroding the division between the haves and the have nots.”

Dr. Robert Phillipson, on the other hand, has related this global emergence of English to linguistic imperialism. According to his theory, the global spread of English through agencies like BCL and TESOL, and that too the so called Standard English is only a part of the foreign policies of major English speaking nations. The priority here is the imposition of English under non-native contexts through the exercise of power and dominance. This is necessary in order to establish a smooth relationship between the producers and consumers where the producers belong to the major English speaking nations and the consumers constitute the non native markets of developing nations. As pointed out by Kibbee (1993), Brutt-Griffler (1998), Davies (1996), Canagarajah (1999), “linguistic imperialism results in the emergence, on the one hand, of an asymmetric relationship between producers and consumers that is internalized as natural, normative, and essential and, on the other hand, of a heteroglossic (hierarchical) arrangement of languages, pervaded by hegemonic value judgements, material and symbolic investments, and ideologies that represent interests only of those in power.” (Rakesh Bhatt, World English).

The other reason behind the concerted effort to promote English on the part of British imperialism in the eighteenth and nineteenth centuries and American imperialism since the nineteenth century till today, is the fact that the industrial revolution and the subsequent growth in trade and commerce has increasingly necessitated the emergence of a common language or commercial lingua franca for commercial exploitation. After World War II, with the emergence of the UNO, WB, IMF, UNESCO, UNICEF and other similar agencies, the general competence in English inevitably became a very important priority in the social, economic, political and cultural spheres of all nations, especially the third world countries. Many third world nations of Asia and Africa have adopted the faulty approach of adopting English as their main language and have gone on an overdrive to introduce English at the primary, secondary and tertiary levels of pedagogy. This approach is the inevitable outcome of the concerted effort on the part of the neo-colonial powers led by America for an unshakable hold on the resources and markets of the third world nations. This patronage of the English language has seen the marginalisation of native languages and many regional languages in third world countries like India are gradually fading into oblivion. Hence, emergence of English as a global language can also be regarded as a part

of the neo-colonial agenda of a homogeneous socio-cultural-economic-political world order to facilitate an unflinching control by the America led imperial powers upon the global market.

World Englishes---Post Colonial Assertion Of Ethnic Identity

Language has always been regarded as a primary component of *'identity'* and *'nationalism'* is closely related to identity. Hence, in the post-colonial context, we have seen the rejection of the effort of imposing the native English in non-native contexts on the pretext of Standard English. English in non-native contexts has evolved through a close contact with native indigenous languages and cultures in countries like India. The post-colonial assertion of the natives regarding their difference from, resistance to and negotiation with the neo-colonial masters has led to the growth of World Englishes. Native speaker model is nowadays neither desired nor relevant to the large number of people who are using the language for lingua franca purposes. Post Colonial literature has used local varieties of World English to not only resist the assertion of neo-colonial supremacy, but also to firmly establish and preserve one's own indigenous identity. In other words, the global emergence of English has been used to the advantage of the post colonial movement. The stress on the use of colloquial terms by Asian and African writers like Mulkraj Anand, Soyinka, Achebe, Cherrie Moraga, Naipaul, to name a few can be regarded as an assertion of the identity of indigenous people and their existence.

"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."

(Nissim Ezekiel, A Very Indian Poem In Indian English, stanza 1, lines 1-5).

Here, Nissim Ezekiel's 'A Very Indian Poem In Indian English' bears testimony to the fact that there is a growing tendency of regarding Indian English as an inevitable and perhaps desirable turn in the English language.

Under the new world order, while the third world nations are subjected to cultural, political, economic and literary invasions, there have undoubtedly been reactions against such tendencies in all the aforementioned fields. In literature we find this revolt in the form of not only the themes of Asian and African writers, but also in the type of English which is used by these writers. There has been a growing tendency of considering the reincarnated English or transplanted English as part of the local pluralistic linguistic heritage in countries like India.

English in Asian countries like India have been in existence for more than three hundred years now. For multilingual societies like India, which have passed through various postcolonial contexts, assertion of the validity of transplanted English is necessary for strengthening the pluralistic natures of our societies. As stated by Kachru, "Sociocultural and sociolinguistic reasons of convergence and cultural interaction have made it vital that we redefine the concepts of the nativeness and the distance- marking otherness of the language we use." The claims of ownership of English by the nations belonging to the inner circle have been questioned because of the expanding worldwide role of English. As stated by Widdowson, due to the global spread and the creation of new varieties while coming in contact with other languages and cultures, the claims of sole ownership of the language no longer holds any water (Widdowson, 1994). People using English for communication purposes must have a sense of ownership of the language (Luk

and Lin, 2007). Hence the learners learning English must be made to feel that the language that they are using belongs to them and their identity can be found with it (Norton, 1997). The native speaker construct on genetic or ethnic ground is unjustifiable (Higgins, 2003), and to assume that there are idealized native speakers of English is a myth (Davies, 2003). Native speakerness is not a fixed identity but is socially & culturally constructed identity (Luk & Lin, 2007). As stated by Davies and Rampton, neutral terms like more/less proficient, expert/novice should replace the native/non-native speaker demarcation. Cook (1999) advocates the use of the term 'successful second language learner' for more proficient speakers of the language. The fundamental goal of traditional language teaching was to make the learners capable of communicating with the native speakers of English. This is something that can never be achieved and is also irrelevant since there exists no idealized native speaker. RP (Received Pronunciation) and GAE (General American English) were considered to be the standard varieties and are still the targets for students belonging to the Outer and Expanding circle nations. The standard language ideology was "drawn primarily from the spoken language of the upper middle class" (Lippi-Green, 1997). But the emergence of the concept of World Englishes is an outcome of the Asian and African assertion of their indigenous ethnic identity in the face of neo-colonial aggression. This concept has made critics question the intelligibility of English, which, they argue, with all the varieties in use, will be affected. However, YKachru and Nelson (2006) argue that national and local intelligibility should be the target since global intelligibility is required only for international communication and not for intranational communication.

Conclusion

Thus, it can rightly be stated that from a postcolonial perspective, emergence of World Englishes is desirable since it marks the preservation of one's ethnic identities and also leads to the coexistence of a very colloquial brand of English with other native languages through mutual exchanges. This nullifies the threat that English poses to these 'other' languages and thereby thwarts the neo-colonial designs of total control on third world nations. The evolution of the concept of world Englishes has marked a complete paradigm shift in research, teaching and application of sociolinguistic realities to the forms and functions of English. The new approach rejects the dichotomy of US (native speakers) vs THEM (nonnative speakers) and emphasizes instead WE-ness (McArthur 1993, 1998, Kachru 1992a). The field of World Englishes has been superbly interpreted by McArthur (1993, p.334) through his observation that "there is a club of equals here." The pluralization, Englishes, the formal and functional variations, the divergent sociolinguistic contexts, the linguistic, sociolinguistic, and literary creativity, and the various identities English has accrued as a result of its acculturation in new sociolinguistic ecologies (Kachru 1965, Strevens 1992).

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Putting the pieces together of Mridula Sarabhai from Aparna Basu's *Mridula Sarabhai - A Rebel with a Cause*

Dr. Mrudula Lakkaraju

Introduction

A great way to analyse this biography of Mridula Sarabhai written by Aparna Basu, is to start off with the 'Preface' written by the celebrated Indian journalist and writer late Mr. Kushwanth Singh. Mr. Kushwanth Singh actually sets a path for us to weave through the rest of the novel. He gives us a thread which we loop and follow discovering facets of Mridula Sarabhai as a normal human being.

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According to him, she is, "blissfully unaware of being the daughter of a wealthy mill owner. She was more at ease sitting on broken charpoys than on plush sofas in five star hotels. She never raised her voice with anyone. She was a no-nonsense, serious minded.....rarely saw her smile and not once saw her break out in guffaws of laughter. Though attractive, she took pains to make herself appear as plain-looking as she could;Despite her small stature and nondescript appearance, Boss was a formidable person. Reared in the lap of luxury and dandled by Babu Gandhi who looked upon her as his own daughter. She displayed a kind of fearlessness and courage that defied description. Boss remained totally uninterested in gaining any kind of recognition for herself".

This paragraph sets the tone and depoliticises Mridula Sarabhai to reveal a humane and approachable side that we all can connect with. Using this lead given by Kushwanth Singh the reader has to learn to follow it.

The book is divided into 10 chapters with loads of supporting material, excerpts from letters, photographs and references which clearly establish the context in which the story of Mridula Sarabhai is set.

I am named after Mridula Sarabhai by my father who always says that you should be like her. I remember seeing the first photograph of her in a row of inspiring persons in my all women's college. I remember a picture with short hair, boyish kurta and a stern expression on her face. I grew up in a district; 20 years back with no access to internet not even a good library with the idea that Mridula Sarabhai is Vikram Sarabhai's daughter! Pardon me!

Reading Aparna Basu's *Rebel with a cause* was definitely an eye opener. I have divided my paper as per the chapter divisions of the book to conform to Aparna Basu's categorisation but also to highlight the human elements of Mridula Sarabhai's personality. I have devoted myself to the text wholly and based the interpretation on my reading responses as a woman and a human being.

Early Influences

A girl who grew up to be fondly called the 'pathan' and the 'boss' was born on 6 May 1911 to Mr. Ambalal and Mrs. Sarala Devi, a leading and a wealthy textile industrialist. She was born very delicate hence was named Mridula. She was home schooled with a school specially built for the children of the Sarabhai household. In spite of the efforts of her parents Mridula Sarabhai was not a studious girl. She resented the fact that she was compared to her sister Bharati and was non-cooperative and attentive in the class. The trait of strength and individuality is clearly evident in the incident. We all realise how comparison is death and how children act defiant when you constantly disapprove of them.

Influenced by Gandhi with whom her association began when she was an impressionable age of six. A man of such strong convictions with an ascetic life style was a

searing influence on her. He was a contrast to the affluent and protected lifestyle she was leading. His influence moved her out of her comfort zone and catapulted her directly into the tumultuous freedom struggle going on in India.

Satyagraha

Mridula started wearing Khadi when she was ten. On her holiday in England, she was refused service in a hotel because of her attire. She developed an aversion to the western culture to which her family was used to, and a deep sense of Swades at the tender age of 10. Rebellion and revolt was in the air, was in everybody's conversations and it is not a surprise that it moulded her thought and behaviour. She had influences of Gandhi, Nehru, Subhash Chandra Bose and Sardar Vallabh Bhai Patel, the gamut of her influences ranged from Nonviolence, Socialist ideology, Violence & Warfare and the Analytical Governance. When the book is titled *Rebel with a Cause*, the Rebel is attributed to her affinity to various kinds of political influences and the freedom struggle.

In Prison

Mridula Sarabhai spent several years in jail during the 1930s and 1940s. These were years of loneliness and the snapshots of her personality manifest through her letters to the outside world or the others around her give us a painfully sensitive picture of her.

Once when she is travelling in third class as a prisoner, she happens to see her home giving her a nostalgic wave of thought. Initially the arrest of women in the freedom struggle was exciting and adventurous for her. 'The novelty of prison life gave them a sense of exhilaration'. Mridula transformed into a mature individual undertaking this journey of experience in the prison. She had to 'wash her own clothes, have a bath in the open, sweep floors, clean utensils, cook, sew, etc. When she tries to wash her sari, she realises that she does not have a clue; a fellow prisoner offers to wash. Mridula the sensible and balanced person she is understands that she can't ask somebody to do it all the time. She makes a resolution 'I must learn to wash my clothes myself' and she does it both for herself and the others who fell sick and could not help themselves. The reader can observe an extreme level of growth that comes with self awareness, speculation and the courage to change one self.

This section also mentions in passing her aversion to marriage and sex. After learning about sex from one of her servants she could not relate to marriage. This might be the reason why Mridula Sarabhai remained unmarried through her life. Thrown into the social work, deeply independent in her views, maybe the opportunity for the mother to counsel her early knowledge of sex into more moderate views did not happen. A non-conformist to traditional views she recorded her ideas on marriage, 'as a means of begetting children or for preserving property and money.' This decision of hers might also be the influence of ideas of marriage discussed in Gandhiji's book *Experiments with Truth*, that it was impossible to combine service to society with family life.

When the periods of time she spent in jail stretched into months, the initial euphoria died and she terribly missed her parents and family. The reader is moved emotionally when the jail diary entry reads like this 'I feel at peace and rest when Papa and Mummy are near. That they are near, even that knowledge gives me peace of mind. I have never shown this outwardly. If they are not there, I don't like going home'. She always drew courage in the thought of her father in difficult times. I found such a close connection with her state of mind, that when I was reading this passage I could not control my tears. She felt like I always do, and am sure many of the daughters and sons will agree the emotional flip our hearts undergo when we think of our parents to whom our bond goes beyond words. Such is also the case with Mridula Sarabhai.

In the prison Mridula Sarabhai went through loneliness, depression and the physical expressions of these suppressed feelings. She was a strong woman; she felt that she had to uphold that image. And strong women do not give in to emotional outbursts. She always wept in private, acted as if she was not attached to her family but deep down she was vulnerable to all these emotions like everybody. She bore her anguish in solitude as indicative in the most influential book *Christ in Silence* by C. F. Andrews, which she read while in prison. Surhid, Mridula's younger brother died when she was still imprisoned. We have a heartbreaking rendition of how Mridula Sarabhai coped with the news of loss of her brother.

The jail experience helped her learn humility and had a de-classing effect. 'Jail life loosened the rigid social boundaries, widened her horizon and helped to shape her new life.' For us the readers in the prison has the most humane side of Mridula Sarabhai visible to us.

The Indian National Congress

The Indian Freedom Struggle was a struggle against oppression of the British. In fighting this oppression certain tools of fight were made available to all warriors involved in the fighting. Women were also in equal numbers. The Usage of these tools for liberation also applied to many of the oppressed lives of women in India. So, the nationalist struggle also was a platform for demanding equal rights for women and feminist assertion. Women were allowed to come out of their homes to fight the war of independence but were categorised with scheduled castes when the congress working committee was being formed. They were not treated equal with men and that was what Mridula Sarabhai fought for, inclusion of women. Using the same tools and the influences of her upbringing, Mridula Sarabhai took on Sardar Vallabh Bhai Patel, the undisputed leader of the Gujarat Provincial Congress Committee.

"She found many of Patel's lieutenants in Gujarat, too rigid, too conservative and too cautious for her liking. Her method of working was also quite different from theirs. She was a doer with a positive approach but these men; she felt were negative, always raising objections to any new scheme or plan she proposed."(pg 59)

The work conditions of a woman in any profession haven't changed much from those days. Many of us have faced these situations in our professions; on the same breath allow me to add all the men who have helped us create the partially moderated work spaces so that we all can survive and thrive.

Mridula Sarabhai many times felt out of place, went beyond the titles or positions to work on what she believed was right, fighting the battle for asserting her ideals and values of life. A trendsetter who took on the stalwarts of Indian freedom struggle, making herself heard and her presence felt. In spite of her dedication towards the end of her active role in Indian politics she was branded as the traitor, thus, ending her 30 year old association with the Congress.

Towards Women's Equality

A strong person at the core, she was always protesting against the differentiation between men and women which led to discrimination and an inferior status of women. She fought for equality in the society, in the political process and in the legal framework. The different methods of addressing women were done away with and a common method of reference as 'shrimati' as opposed to 'shri' was adopted for women irrespective of her marital status. She transformed herself, shedding all the feminine qualities which she regarded as hindering women's progress.

In her own words 'I have tried to keep away from the so called womanly qualities and tried to cultivate certain manly qualities which I consider essential for women – desire for adventure, daringness, self confidence, discipline, ability to do one's own work, control one's mind and emotions; one's physique and way of walking should be that of a soldier' (pg 69)

The chapters '**Communal Riots**', '**The Great Migration**' & '**Recovery of Abducted Women**' deal with the trauma and how Mridula Sarabhai demonstrated exemplary leadership qualities, bravery, common sense and service mindedness to tackle such extreme situations courting danger and death. Page | 76

The chapter **Kashmir** discusses the political strife between Sheik Abdullah, M.K. Gandhi, Jawahar Lal Nehru and Mohammad Ali Jinnah. The chapter stands testimony to the loyalty of Mridula Sarabhai's friendship. She felt that Sheik Abdullah was misunderstood for his 'Quit Kashmir' campaign and was called anti-national. When Sheik Abdullah was imprisoned, Mridula Sarabhai stood by his family in the testing times.

The Crusader

This chapter details her last years in the political service, disillusioned, lonely and isolated. She lost many of her friends and colleagues, but she followed the path she felt was right. This chapter ends with her last days before she passed away on 26 October 1974.

Conclusion

The biography is a demonstration of the difficult choices of the author in trying to do justice to a figure as famous as Mridula Sarabhai in a tumultuous time as the freedom struggle in which she was actively involved. But for the readers who would like to more about her, reading the book becomes a task befitting Sherlock Holmes, trying to find the elementary essence of her as a human being. Sifting through the mounds of information, dates, details, excerpts to look for the lady, who was lost somewhere, in the grandiose historical details of the Indian freedom struggle. Piecing together these scattered clues brings forth a human being who was rich but gave up her riches to live by her ideals. A woman who wouldn't think twice to take on the stalwarts of Indian politics then, who was a lovable friend, understood the plight of women and fought for their cause, who was her father's pet, who looked forward for his letters in desperation and she was torn between her family and freedom struggle. She comes across as a Pathan, a boss and a human being.

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Karukku: Child's perspective on the world of 'Grown-ups'

Padma Patwari

The world of grownups is a challenge even for a grown up individual, it is a complicated exercise to understand the dynamics of various aspects that control, nurture, and influence it. The situation becomes even more complex for a child who finds duality between preaching and practice at different levels; be it the family, school, religion, community, and society.

The narration in *Karukku* which deals with issues like discrimination on the basis of caste, social and economic status brings out the essence of the innocence in a child when she questions the practices and norms in the world of the "grown ups". In a matter of fact tone the narrator describes the events of her life with a touch of humour as well as pathos.

The narrator in her work describes how life unfolds the mixed baggage of experiences which the protagonist and her community carry as a result of social discrimination. The paper analyzes the child perspective towards the multi-layered issues within socio-economic dynamics that plague the caste-driven society of the period.

The symbol of 'karukku' (palm leaves) in Tamil is very significant to the narration. At the surface level it refers to the two sided sharp edges that hurt anyone who touches it. It also refers to the double discrimination that one undergoes firstly as a dalit and secondly as a woman. By a felicitous pun the Tamil word karukku, containing the word karu, embryo or seed, also means freshness, newness. In this context the word signifies a seed of rebirth, that which sprouts in spite of being buried under the earth. So, at another level it also signifies the spirit of riding high against all odds despite the hostile circumstances. The protagonist tries to bring in a new meaning to her own life as well as of others by trying to bring in a new change in the way life is approached by her.

The narrative is interesting because it covers not just the personal and private emotions of an individual but it also encompasses the social, political, religious, cultural, economic, educational, aspects, equations and dynamics in society and how these dynamics overwhelm an individual and the non-assertive groups in the society.

The narrative has the protagonist talking about her childhood experiences. The questions which are raised look simple on the surface but if we delve deep we find them very fundamental to our living and social construction.

The narrator talks of an incident when she was in third standard when she actually had a perplexing experience as to what is actually meant by untouchability.

"When I was studying in the third class, I hadn't yet heard people speak openly of untouchability. But i had already seen, felt, experienced and been humiliated by what it is. I was walking home from school one day, an old bag hanging from my shoulder.....just then, an elder from ourstreet came along from the direction of the bazaar. The manner in which he was walking along made me want to double up. I wanted to shreik with laughter at the sight of such a big man carry a small packet in that fashion. I guessed there was something like vadai or green banana bhajji in the packet, because the wrapping paper was stained with oil. He came along, holding out the packet by its string, without touching it. I stood there thinking to myself, if he holds it like that, won't the package come undone, and the vadai fall out?

The elder went straight up to the Naicker, bowed low and extended the packet towards him, cupping the hand that held the string with his other hand. Naicker opened the parcel and began to eat the vadais." (Pg 11-3)

The child fails to understand as to why a man who is strong should carry the packet in such fashion which evokes laughter. She feels the weight of vadais isn't that heavy then why such pretence should be made. She very excitedly tells her brother this incident without containing her laughter.

“After I had watched all this, at last i went home. My elder brother was there. I told him the story in all its comic detail. I fell about with laughter at the memory of a big man, and an elder at that, making such a game out of carrying the parcel. But Annan was not amused. Annan told me the man wasn't being funny when he carried the package like that. He said everybody believed that Naickers were upper caste, and therefore must not touch parayas. If they did they would be polluted. That's why he had to carry the package by its string. When i heard this, i didn't want to laugh anymore, and i felt terribly sad. How could they believe that it was disgusting if a paraya held that package in his hands, even though vadai ha had been wrapped first in a banana leaf, and then parcelled in paper? I felt so provoked and angry that i wanted to go and touch those wretched vadais myself, straightaway.” (Pg11-3)

The protagonist has no idea as to why the elders too in her community act so subservient to even young kids who are so rude. Why is it that those who are rich look down upon poor with contempt and hatred.

The concepts of untouchability, bonded labour, discrimination; on the basis of caste and economic status, superstitions, religious dogmas are all eagerly absorbed by the young mind and makes such a lasting impression that it influences her decisions taken for the future and impacts her personality.

The narrator describes how education system itself becomes a weapon of discrimination as narrated through her experiences in the village school, at the convent, both as a student in her younger days and as a teacher in adulthood. At the same time she also realizes the power of this weapon to bring out a better life for herself and others.

She talks about her school wherein she says that every one felt contempt for them but, they would be used for cheap labour. They carried water to the teacher's house; watered the plants, did all the chores that were needed about the school. When she moves out in neighbouring town from their village for further studies in her eighth standard she doesn't find much difference.

She talks about the life in the hostel thus:

“...the warden- sister could not abide low- caste or poor children. She'd get hold of us and scold us for no rhyme or reason. If a girl tended to be on the plump side, she'd get it even more. ‘...these people get nothing to eat at home; they come here and grow fat,’ she would say publicly. When we returned to the school after the holidays, she would say, ‘look at the Cheri children! When they stay here, they eat their fill and look as round as potatoes. But look at the state in which they come back from home – just skin and bone!’ It was really embarrassing. We too paid our fees like everyone else, for our food, for this and that. Yet we had to listen to all this as well.” (Pg 17-8)

Imagine these harsh words in a place where young impressionable minds are moulded. Self confidence, and self worth take a beating, and the scars remain throughout their lives.

Education is a tool to dismantle barriers that crop up to contain certain sections of the society. But, the place where education is imparted unfortunately becomes a breeding ground for discrimination. Here, in Karakku, we find two sides of education that of enlightenment and disillusionment.

On one side we find these trying instances which batter the young hearts resulting in disillusionment that things are more or less the same both in the village as well as the town she talks of an incident where she says that after finishing SSLC she goes to college,

“....suddenly there was an announcement in the class, ‘Will Harijan students please stand; the government has arranged that Scheduled Caste students should get special tuition in the evenings.’ Just two students stood up: myself and another girl. Among the other students, there was a sudden rustling; a titter of contempt. I was filled with a sudden rage. At once I told the teacher that I didn’t want their special tuition or anything else, and sat down. It struck me that I would not be rid of this caste business easily, whatever I studied, wherever I went.” (Pg 19)

But, on another level these same places hold the promise and hope of a better life of respect and dignity. She talks about her being awarded prize for standing first among all the Harijan pupils of that district. She says”..... My name was called out in assembly, and everyone clapped. My mother and I stood side by side very happily. And on that day I wasn’t embarrassed to be singled out as the Harijan child who had gained the best marks. I was even pleased. And the other children congratulated me for doing so well. I thought, why? Is it impossible for a Harijan to study or what? I felt a certain pride then, a desire to prove that we could study just as well as others, and to make progress.” (Pg 19)

At another time she had asked permission to go home because her younger brother and sister were to make their first Holy Communion. She was denied permission to go home as assumed by the principal as to what festivities and celebrations might there be for her, whereas wealthy children were sent back home, she challenges the principal and the warden and stands her ground obstinately insisting that there cannot be different rules for different castes, only same rules for everyone. The path shown by her brother who gives her the faith that learning holds the key to unlock their destiny.

Religious dogmatism leads to the revelation of being an untouchable, and poor. The protagonist finds that things are no better even in the church. They were treated in a humiliating manner, not allowed to touch the walls of the church lest they spoil them, and to bring gifts and fruits for the priest and for the Mother Superior even though they themselves have never tasted the fruit. The protagonist finds a wide rift between preaching and practice in the church.

She also touches upon gender discrimination when she talks about men and women given different wages for the work done by them in the fields, she works as an agriculturer labourer to help out her family during school holidays. She says she had seen people working hard day and night from sunrise to sunset, especially women, without any rest, and they can survive only through hard and incessant labour. One observation which she makes is as to why men are always paid more. So, even as these issues are beyond the comprehension of a child, nevertheless, they seem unjust even to them.

According to Psychologist Lev Vygotsky, who believed that parents, caregivers, peers and the culture at large were responsible for the development of higher order functions.

He mentions socio-cultural theory which looks at the important contributions that society makes to individual development. It stresses the interaction between developing people and the culture in which they live.

According to Vygotsky, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." It focuses not only how

adults and peers influence individual learning, but also on how cultural beliefs and attitudes impact how instruction and learning take place.

The paper has tried to explore the dilemma of a child to understand the complexities and challenges of the adult world. The way in which doctrines of the society are manifested confuses the child. The child is perplexed in reasoning the way things are and the discrimination towards fellow human beings on the basis of caste and economic status and it also gives rise to the questions as to who decides the criteria.

While the child's knowledge about the world is limited, their observation and ability to make a connection between everything is not, which makes the questions raised by them more potent and pertinent.

Conclusion:

Childhood is considered a period of joy happiness and play but not everyone enjoys this in spite of being a child. Some face the hostile harsh world without understanding the reasons for various types of discrimination they face. But by intuition they feel something amiss. It drains them emotionally and psychologically trying to rationalize the dynamics of human relations in the real world. The implications of this results in a chaotic representation of the society and creates a confused state of mind for the child.

Here in karukku we find the protagonist making history by voicing the anger, agony and aspirations that were simmering in her for a long time in the conditions not of her creation or choosing. She also understands that religion and social heirarchy are the tools to keep people in their places. Those who are in power are always sincerely convinced that there is a threat to their power and authority. We find as a reader that the concept of being just and equal-minded comes naturally to the child's mind but is missing in the adult world.

The path of self- discovery is attained after undergoing the hardships that she endures along the way to reach her goal of being useful to others. She displays her spirit of endurance without giving up on her ideals. She inspires with her ability of being hopeful in spite of the hardship and suffering.

The protagonist chanelizes her energies towards being a catalyst for positive change not only for herself but for all those who are being exploited but are even unaware that they are being exploited, yet accept the situation as their fate and destiny. The protagonist shines out singly because of the outcome she effects inspite of the hostile circumstances.

According to Karl Marx, "men and women make their own history but not in conditions of their own choosing." ¹ Here the protagonist exemplifies this through her grit and perseverance.

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Some aspects of Modern Indian Cinema

D.Parameshwari

Indian cinema has traversed three phases in its attempt to cope with Indian reality. The phases are not necessarily historical, although it is useful to construe them historically. One of the most important figures to mention here is Satyajit Ray. Ray whom the west cherishes, it is this Ray who is dear to the heart of the colonized, alienated Indian because through the prism of the beautiful trilogy India looks simplified, crystalline almost whole.

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Ray is discernible most clearly in *Devi* (1960) where embarrassment at the Indian reality is almost camouflaged by nostalgic and the simple, if beautiful, evocation of the Kali cult is at variance not only with Ray's Brahmo agnosticism but with its rationalism of the Mill-Bentham inspired hero of the film. In *Mahapurush* (1965) the nostalgia gives way to a more strident critique, but perhaps *Charulata* (1964) is the locus classicus of this mood. *Pratidwandi* (1970) marks the end of phase II and the beginning of phase III and the accompanying mounting irritation. Significantly, Ray has gone back in his next film *Shatranj ke khiladi* (1977) to phase II –nostalgia covering embarrassment with Indian reality yet again!

If India is beginning dimly to be conscious of herself but, like Charu's fugitive search for happiness, the attempt is doomed to failure. But the enigmatic end of the film one freeze showing both the imminent reconciliation of the couple and their essential alienation indicates, I think (if I'm not being too fanciful here) that, like E.M Forster's *Aziz* and Fielding, there can be no true relationship between England and India till India is liberated. Doubt and Dubiety have entered the relationship and if nostalgia were not also present, the tone of pessimism might have been sharper. In *Nayak* (1966), too, there is a vein of nostalgia for a more immediate past, but the burden of the present is felt more keenly and remorselessly. Perhaps that little girl Rita whom the hero briefly befriends is too sentimental and too much of a lyric abstraction, too much of a residual element from the past, to serve as a critique of the hero's value system and, by implication, of contemporary life.

To the Indian film maker too India remains despite his best efforts an Area of darkness. And so he too enacts the awe embarrassment irritation syndrome dial we examined in Naipaul. In the 1970's the favorite formula has been a combination of nostalgia and anger because in this way we suppose our film makers can hope to get the best of both worlds. The other vein with which is in greater sympathy is represented in the films of Shyam Benegal, although emotionally we feel distant from him. His development from *Ankur* (1973) onwards has shown a movement towards criticism of contemporary India more from within than without.

In *Kondura* (1977) we understand Benegal makes use odd mythological themes to meet tyranny on its own terms so that the social enemy can be fought with his own moral beliefs. Benegal's solution to the problem of the Indian film maker today underscores the need to come to terms with the culture before changing or reforming society. If the Indian film is to be truly Indian as well as revolutionary there has to be a return to life as lived by her own people with all the complexities brought about by centuries of foreign rule. Benegal himself though fundamentally on the right track, is unsatisfactory when it comes to portraying the psychological deformities and fundamental alienation which must needs infect even his agents of social change. He is quiet unselfconscious in his portrait of the petty bourgeois school teacher in *Nishant* (1975) and the veterinary doctor in *Manthan* (1976) Both are played by the Oxford-educated Karnad whose clothes and speech mannerisms, particularly when he breaks out into English need die ingenuity of a Frantz

Fanon to analyze. The life-style, particularly the sexual life-style, of the Karnad wives in both films begs for political analysis in post colonial terms but Benegal is strangely unaware.

In Seemabaddha (1971) the place of the bird call is taken by the convent educated sudarshana with her Sunday school pieties, but Ramalingam, that wizened quoter of Conrad and the Kural, is a more authentic guide to conduct in the film. In Jana, Aranya (1975) the exasperation with the present reaches epic naipauline proportions and Ray cannot find an anchor within existing social structure to lend any perspective on the supervening anomie in the social body. The hero's father is really spent force and his sister-in-law is too cynical to really afford any stay against the centrifugal force loose in society.

How we wish our revolutionary film-makers would study Turgenev, the nineteenth-century Russian novelist, particularly the Turgenev of the later novels like *Smoke and Virgin Soil*. Benegal's portrait of Karnad in *Manthan* could have profited from a study of Turgenev's portrait of the poet-revolutionary Nazhdanov's efforts to make his way among the masses that he hopes to liberate, the way he flings the garland away casually in the beginning of film tells a lot about him. His portrait, which is crucial to our understanding of the film, is thin and vapid: he is a two-dimensional cardboard figure. The missing dimension- the Turgenev dimension- is the consciousness of his rounded portrait. As it stands, *Manthan* is marred by psychological and sociological naïveté. Still, in the scene of the burning of the Harijan huts, it has crossed the Rubicon and the true political cinema of tomorrow seems at last a distinct possibility.

Irritation or anger at oppression or servility—Naipaul's annoyance at Ramachandra in *An Area of Darkness*- is no substitute for honest analysis. Mrinal Sen's films of late, tending to substitute irritation for objective appraisal, commit this mistake and fail to be credible. The structures of the past have to be carried over into an analysis of the present before the solutions of the future are to be sought. Not contempt for the past but an enlightened use of it to throw light on the present will revitalize the Indian cinema. Such uses of the past alone will bring it out of the doldrums of the colonial period into the drum beats of the pulsating and pregnant future. Indian films have to come to terms with the past before they can deal with the present.

The truth is that the colonial experience is to quote Naipaul again, an experience without a past, without ancestors. Naipaul himself can find anchorage and meaning in India only in cultural oddments, in a communally eaten meal on a Himalayan journey, in an old half-forgotten film song of the thirties, in a garland placed on his pillow by an unknown admirer of his books and most poignantly, in the gift of doth from a casual Delhi acquaintance. But, in spite of all this, India at the end of his book is still to him an enigma, a puzzle, an area of darkness. This is symbolized for him in that extraordinary dream reported in the closing pages.

The champion of art is invariably cosmopolitan intellectuals, frightened at the prospect of encroaching indigenization: Shahani's nightmare is of a 'Hindu physics, Buddhist psychology and Muslim sociology reconciled in a new, secular, sovereign way'. Anyone who has given the least thought to Indian cinema is aware of prevailing confusion between the conflicting claims of art and commerce. Of late, it has got a novel twist by being cast in political terms.

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Women in Subaltern Perspective

A Critical Study of Mulk Raj Anand's Sohini and Bama's Chellakkili

S. Ramanathan & Dr. Kanna Muthiah

“We are raped not because we are women but because we are dalits”--Bama

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Society consistently comprises two kinds of people -- the ruling class and the serving class or the slaves; stronger people in society usually captivate weaker people as slaves. Women, from time immemorial are treated as slaves of the male chauvinistic society and that too the women from the dalit community are doubly burdened: they are enslaved in their daily life and in their family set up -- they are tortured by their husbands in their family and in the society they are humiliated by the upper caste people. In this case, they undergo twofold humiliation. The Present study entitled, “Critical study of Mulk Raj Anand's Sohini and Bama's Chellakkili in Subaltern Perspective” meticulously focuses on two major characters drawn from Indian fiction. The character Sohini has been created by Anand, one of the stalwarts and founding father of Indian English novels in his debut novel, *Untouchable* (1935) produced in the colonial India and Chellakkili is a character moulded by Bama in “Half-Saree” taken from the collection of short stories, “*Harum-Scarum Saar*” and *Other Stories* (2006) translated from the original Tamil *Kisumbukkaran*. Both the characters represent the under privileged people, especially, dalit women of the Indian society, who are ostracized from the society and made to live in the outskirts of each village.

Subaltern studies began in 1982, when a conglomeration of south Asian scholars in Britain, including Dipesh Chakrabarty and Partha Chatterjee began publishing a book length journal entitled *Subaltern Studies*, edited by Ranjit Guha. Much of the works in the journal has dealt with the politics and problems of the peasants who have been involved in the mass movement. The inauguration of the journal, as perceived by many scholars and critics deems to be a critique both the national historians, who have tended to focus the local elites and orthodox Marxists, whose restriction of the concept of the working class to the industrial workers alone has been, as the members of the conglomeration argue Euro centric and badly suited to the varied economy of the Indian sub-continent.

Subaltern studies have turned away from traditional methods of historical research in many respects. Subaltern studies is much influenced by the Marxian ideology and many scholars considered it as the post-Marxian movement, as it combines the elements of Marxist theory and a variety of other influences with the subaltern studies. The conglomeration invariably addressed on the subaltern political movements, such as the relationship between cultural Marxism and society. Subaltern studies theory has been developed in relation to the British Marxism wherein academicians such as E. P. Thompson and Eric Wolf have increasingly begun to focus on ordinary people as the agents of history in Europe. However the rifts between subaltern studies and orthodox Marxism are also apparent in their writings. Early subaltern research has placed particular emphasis on the self contained autonomy of farmers whereas some Marxist theorists and critics have portrayed them as the by-product of particular history of capitalism in south Asia rather than a vibrant political group Subaltern studies argue that the history of the oppressed people need be recovered to produce a more accurate picture of major shifts of their life. From the study of the problems of peasants, the focus of the study is shifted to all the underdogs and under privileged and as result there has emerged a different genre as “Dalit Literature.”

Anand has begun his career with a slim but powerful novel which in retrospect can be regarded as the quintessential of Anand. It projects most of the characteristics concerns

and even turns of mind and above all his characteristic way of attacking forms an existential perspective of the social evils of the underdogs of the Hindu society. The novel invariably draws on the theme of the evils of the caste system that prevails in the Indian sub-continent, the exploitation, sexploitation and ostracization of the dalits. Dalits are considered as mere dirt. "They think we are mere dirt because we clean their dirt" (*Untouchable* 60). Anand, even at the beginning of his career took up the daring job of portraying the problems of the underdogs. He has taken up the cudgels against the Hindu society to ridicule the idiosyncrasies and thereby creates awareness of the social evil; dehumanization of the human beings to the readers. The novel was published in 1935, during the colonial rule. The story of *Untouchable* is the result of several inchoate and wild urges that pressed the mind of Anand and he avers:

The vanity of youth wanting recognition the departure from the abstract psychological theories towards the search of philosophic insights based on the lives of human beings whom one knows in flesh and blood the urge to express oneself at all costs in an absolutist manner so as to expose the ugliness of death in life by deliberately dramatising even though distortion the non-human realities which impugned on one from all sides. (Anand 6)

The novel also exposes the caste hypocrisy and sexploitation of a dalit girl, Sohini.

Sohini is a beautiful girl. She has a sylph-like form. At the time of her arrival to the well, there has been a long crowd waiting for the bounty of an upper caste man to fill their pitchers, as the outcastes are not allowed to get on the platform of well. Sohini joins the crowd. Gulabo, another middle-aged dalit woman who considers Sohini as her rival in beauty also waits. Gulabo claims to a higher caste than Sohini, as there is caste hierarchy among dalits. "There are degrees of caste among the 'low caste' people, there being none low without one being lower" (Iyengar 337). She scolds Sohini, "Bitch, why don't you speak! Prostitute why don't you answer me?" (*Untouchable* 25), but in a humble voice Sohini replies, "please don't abuse me . . . I haven't said anything to you" (*Untouchable* 25). At this juncture Pandit Kalinath arrives, the priest comes there. People beg him for littering their pitchers with water. Charmed by the beauty of Sohini, he calls her, gives water and dismisses others splashing water on them; Sohini receives the water only on hesitation.

In another incident Pandit Kalinath asks Sohini to come and clean the lavatories in the temple. He fondles her breast while working. On her screaming, Kalinath came out of the place and shouted that she has polluted him by her touch. The priest has not only disgraced the dalit girl but also has won the sympathy of the crowd. A man, who thinks that the accidental touch of a dalit pollutes him, touches an untouchable, that too for an ignoble purpose. Such is the hypocrisy of the upper caste people. When Bakha learns that Pandit Kalinath has molested his sister, Bakha's mind has been tormented with the outrages of which the untouchables suffer mostly. His eyes flared red and he says, "Son of a pig! . . . I will go and kill him" (*Untouchable* 63). The anguish of the outcastes finds an expression the words of Bakha. Bakha also exhibits the brotherly attitude towards his sister saying, "My poor sister! How can she show her face to the world after this? . . . why was she born a girl in our house?" (*Untouchable* 65). Hard realities are portrayed in this novel. E. M. Forster says:

The sweeper is worse off than a slave, for the slave may change his duties and may even become free, but the sweeper is bound for ever born in to a state from which he cannot escape and where he is excluded from social intercourse and consolation of his religion. Unclean himself, pollutes others when he touches them. (vi)

Mulk Raj Anand shows the feministic existential crisis of dalits through this character, Sohini; she is tortured by the society and the family. She has to look after the daily affairs of her family like cooking, fetching water from the well and so on and in society she need encounter with the persons like Pandit Kalinath.

Faustina Mary Fathima Rani whose penname is Bama is a staunch pioneer of Dalit Writing in Tamil and her works are widely translated into English and other living Indian languages. Her first novel *Karukku* (1992) has been translated into English in 2000 for which she has been awarded the Crossword Prize in 2001 and that established her as a distinct figure in the field of dalit literature. She has also authored two more novels, *Sangati* (1994), translated in to English by Lakshmi Holmstrom in 2005 and *Vanmam* (2002), translated in to English by Malini Seshadri in 2006 and two collections of short stories, *Kisumbukkaran* translated by N. Ravishanker as “*Harum-Scarum Saar*” and *other Stories* and Tamil Short story collection entitled, *Oru Thathavum Erumaiyum*. These stories are set among the dalits of her native village, Puthupatti and the surrounding villages. Bama makes a vehement attack on the caste system imposed by the brahmanical order of Indian society and she clearly exposes the existential dilemma of dalits in a caste-ridden society.

The Story, “Half-Sari” which is translated from the original Tamil short story “*Thavani*” deals with the character of Chellakkili. The Story opens with a pathetic comment by Chellakkili’s mother Arulayi :

“I told him again and again, don’t send our daughter so far away. Did he listen? No. Now we are the most miserable creatures alive, unable even to look the face of the dear child we gave birth to!” Arulayi wailed loudly as she kept up this refrain. The Women watching her beat her head and bosom as she wailed, tried to console her but arulayi was inconsolable. Outside the house, her husband Irulappan sat on varandah, totally shattered. (Half-sari 71)

Chellakkili is the third and youngest daughter of Arulayi and Irulappan. Irulappan has forced Arulayi to send her to Kuppampatti, a far off village for household chores in the landlord Jaganathan’s daughter’s house and Arulayi “consented half-heartedly” (74). Chellakkili has been sent to work where she has been humiliated by the tenants and finally consumed by death. Her parents are not allowed to see her face, as the tenants have cremated the dead body even before the arrival of Chellakili’s father, Irulappan and her uncle, Kaliappan. The infuriated father and uncle returns to the native village and argues this issue with the landlord, Jaganathan and he convinces them, saying that his daughter has looked after Chellakkili well and she has bought a half-sari for her. Kaliappan flung the half-sari in the ground saying, “You and your *thavani*” (79). Whereas Irulappan takes the one and hangs himself in a tree in the backyard of the landlord’s house using the same *thavani*.

Irulappan has been deceived by the sugary words of the landlord, Jaganathan. Irulappan is willing to educate his daughter, Chellakkili to study at least up to Eighth standard. Jaganathan uses this opportunity to beguile Irulappan. The conversation between them goes as:

“Elay! Irulappa! What is your daughter doing now?”

“She is studying in the fifth sami. That is why I am struggling so hard.

She must finish her eighth, even if I have to borrow money for that,” Said Irulappan.

“Poda, mad fellow! What is the use of studying up to the eighth standard these days? How many boys are there loitering around without a job after studying this and that!”

Only if she studies up to twelfth can she even try for the job of a teacher,” said the landlord. “. . . My daughter lives in Kuppampattanam. . . . I will take your daughter to her. She can live and eat there and do whatever work there is. There is a big school there, let her study there. She can do some work before going to school and the rest after coming back,” he asked . . . (72)

The hypocritical character of the landlord is revealed in this conversation. After Chellakkili has been taken to the household work, she has not been sent for school. On the contrary to the promise made by the landlord the child has been vehemently humiliated and sexually harassed by the tenants and finally beaten hard to die, she has been to the cremation ground. When Irulappan and Kaliappan went to Kuppampattanam to witness the dead body of Chellakkili, they could not see even the face of the child but they overheard the people of the village speaking:

“. . . she was not sent to school at all. She was made to work non-stop. The ten or twelve old child had to do all the household work, cleaning, cooking and what not! . . . her two sons would pull up her skirt and spank her bottom.

“Often her sons and their friends would misbehave with that child. This mother also knew, but she ignored everything. She would not even step out of the house. . . . Seems she hit on the neck with a log of wood. One blow which landed in the wrong place and the child was lying there, writhing and thrashing about. When she started frothing at the mouth they got scared and took her to the doctor, but she died on the way. (78)

Dalits are traditionally made to work as slaves in the land of the higher caste people in a village; the higher caste people use to own acres of lands and fields and exploit the dalits by paying less and giving more work to dalits. Even today dalits are deprived of land and they work as bonded slaves for the landlords and are made to work like cats and dogs. The upper caste people handle dalits as cattle denying their basic rights in the workplace. They toil hard in the fields and the upper caste people reap the fruits of dalits toiling; they suck the work of dalits like a leech which sucks blood from human beings and the landlords are even worse than the leeches for the leeches suck blood from human beings without any pain when it sucks whereas the landlords usually cause physical pain and psychological trauma for dalits who work in their fields. Dalits usually visit their landlords during the Pongal (harvest festival that is celebrated in Tamilnadu just like the one that is being celebrated in the northern part of India as Magara Sangaranthi) and other festivals with a large amount of amenities as gifts to be offered to commemorate them and in turn the landlords serve the dalits with meagre amount of rice and some pieces of sugarcane to the dalits making them to come to the backyard of their house. Such is the amount of exploitation of dalits in the history of Indian society.

The dalit women are sexually exploited much against their will for the sake of their earning livelihood. If the women refuse to share the bed with the landlord, the landlord in turn refuse to give them any work in his field and they restrain the family from work and thereby make them work less and wage less; it may yield dalits into a position where they may find it difficult to make their livelihood even with other persons of their caste and not to lead their life in an easier way. Sometimes when the dalit girl or woman screams because of the touch of an upper caste man, the upper caste man impose the fault on the girl or woman and beguile the woman having compelled him for an illicit relationship with him and thereby making them not to lead their life in prestigious way. Such is the hypocrisy of the upper caste people.

Caste is an impediment imposed by the Hindu society on the people of India; when people used to live in conglomeration originally they have no division as caste or class and later on in Indus valley civilization there is no evidence of caste and people have lived with

amicably. With advent of Aryans in the history of India, there has been a partition of Indian society in terms of caste first based on people's profession and later based on their birth in the particular sect. Despite the fact that India happens to be one of the world's largest democracies with the constitutional espousal of liberal ideas, it is unfortunate and irrefutable fact that caste-consciousness has become an inseparable element even today where the development of science and technology is at the pinnacle and the resulting evidence that recently a judge is ostracized for being dalit and in another incident people witnessed the death of Elavarasan for he has loved a caste Hindu girl Divya in Dharmapuri district of Tamilnadu. The demarcation is so glaring and its effects so horrifying that there are evidence of dalit girls being sexually assaulted and men are exploited in many part of our country.

Fiction rightly focuses the events of society and Anand and Bama are committed writers with social consciousness and commitment towards Indian society. Anand eventually admits, ". . . there has always been an emergent connection between my life and my writings, throughout my creative career" (Anand 18). Anand and Bama's writings are arisen out of the compulsions of life. Anand's first novel, *Untouchable* which has a serious theme of interest and an array of events which essentially depicts the every day events of Indian society and life and existential crisis of dalits which is drawn out of the author's own experience. Anand openly confesses:

I had intimate experience of villages, small town people, and big town grandees and of life's little ironies, tragedies and struggles. All experiences then became the reservoir from which I wrote my fictions, hoping to transform the raw material of life freely into communicable forms, rather than accept the mould of the objective form of Flaubert or Henry James' preciousness. (Anand 20)

Bama is no exception that she openly confesses that she is a paraya from the cheri street. And she invariably focuses the experiences the people she has met and lived with. The first novel, *Karukku* translated by Lakshmi Holmstorm from the original Tamil rightly centers around her experience and the second novel *Sangati* on her society and the third novel *Vanmam* on the dispute between the pallars and parayars and the collections invariably depicts the life and existence of dalits in Indian society and their hardship, hard times and their struggling lives which continues till date.

This paper chooses to scrutinize the women characters, Sohini and Chellakkili drawn from Anand's novel *Untouchable* and Bama's "Half-sari", translated by N. Ravishanker from the original Tamil, "Thavani." Sohini's beauty lures Pandit Kalinath who is a Brahmin and a priest by profession and Kalinath caress and tries to molest her. Chellakkili of Bama is the victim of staunch Hindu caste ridden society's humbug. Upper caste people usually do not allow dalits to study, because studies create awareness and in turn upper caste people may not have the work-class. Jaganathan, the landlord interrupts Chellakkili's studies and in turn makes her to work at his daughter's house. Chellakkili is exploited mentally or physically and Sohini is sexually exploited. There is a saying that time is the best healer, whereas if it is falsified in case of dalits. From time immemorial dalits suffer endlessly. Mulk Raj Anand has written two novels, *Untouchable* (1935) and *The Road* (1961); there is a span of almost twenty-five between the two works. Romen Basu has written *Outcaste* (1986), which is considered as his magnum opus. Arundati Roy has dealt with the problem of untouchability in her booker prize winning novel *The God of Small Things* (1997) and there are many emerging dalit writers like Bama, K. A. Gunasekaran, Azhagiya Periyavan, P. Sivagami and so on; all these stands as evidence to show that the vehemence of the problem of untouchability is not abated; still our society witnesses Sohini's and Chellakkili's who are exploited and sexually harassed just because they are dalits.

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Language, Tool, Communication: Task-Based Learning and Teaching

Ameena Kidwai

English is our major window on the modern world.

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—Jawaharlal Nehru

Given the relevance and centrality of English, one major concern that arises pertains to the development of English language skills among those students whose training is totally inadequate in helping them transcend the barriers of poor English language skills.

As it is often said, English should be taught keeping in view the communicative needs of the learners. For such a task, we need not only comprehensive textbooks but also motivated and skilled teachers who are competent to develop the communicative competence of the students through various tasks and activities revolving around the syllabus. For the latter to happen, appropriate methodology and content have to be evolved. This is essential given the fact that though English enjoys a high status in the wake of globalization, its teaching and learning in the educational institutions (where medium of instruction is not English) is rather inadequate and unproductive. Traditional teaching methodologies have proved inadequate to answer the requirements of students from a non-English background.

In my experience as a senior secondary school teacher of English, students with many years' experience in English learning still have considerable difficulty in coping with English in its normal communicative use. In order to acquire communicative competence, they have to look for additional English courses. They mainly want to acquire fluency in spoken English. Task -Based Language Teaching (TBLT) with its focus on fluency seems to be exactly what the students need. An experimental program called the Access Microscholarship English Language Program was introduced as an endeavour to hone communicative competence in the students who study through non-English medium, by changing the formalized, structured pattern of conventional classroom teaching. This program succeeded to a great extent due to its task-based approach, and, therefore, its pedagogy of Task -Based Language Teaching is going to be the focus of this paper.

TBLT proposes the use of tasks as a central component in language classroom because it provides better contexts for activating learner acquisition processes and promoting L2 learning Shehadeh, (2005). Prabhu (1987) initiated the task-based teaching and learning, based on the concept that effective learning occurs when students are fully engaged in a language task, rather than just learning about language.

TBLT is, therefore, based on a theory of language learning rather than a theory of language structure. Richards and Rodgers (2001: 228) suggest that because the reason for this is that "tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning".

Assumptions of TBLT

Feez (1998: 17) summarizes the following basic assumptions of TBLT:

- ❖ The focus of instruction is on process rather than product.
- ❖ Basic elements are purposeful activities and tasks that emphasize communication and meaning.

- ❖ Learners learn language by interacting communicatively and purposefully while engaged in meaningful activities and tasks.
- ❖ Activities and tasks can be either those that learners might need to achieve in real life, or those that have a pedagogical purpose specific to the classroom.
- ❖ Activities and tasks of a task-based syllabus can be sequenced according to difficulty.
- ❖ The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available. (Richards and Rodgers, 2001: 224).

These are the main principles I focused on while experimenting with the tasks in Access classroom.

Task Goals (Long, 1997; Salaberry, 2001)

Focus on Meaning: In this type of syllabus, learners receive chunks of ongoing, communicative L2 use, presented in lively lessons with no presentation of structures or rules and no encouragement for learners to discover rules for themselves. This is an analytic syllabus (Wilkins, 1976), in which any understanding of the structure of the language must come from the learner (Long & Crookes, 1992, p. 28).

Focus on Form: In Long's (1985) view, a focus on form occurs when attention is mostly on meaning but is shifted to form occasionally when a communication breakdown occurs. Many techniques are used to meet this goal, such as "recasts" in which the instructor gives a corrective reformulation of the learner's incorrect production or understanding.

In TBLT meaning is seen as the starting point for language development and form as developing from meaning. If we take this goal, initially we have to encourage learners to use the language as much as possible to communicate, without worrying too much about formal accuracy. After this a form –focused stage offers them the opportunity to look in detail at some of the forms that have been used. Since this focus on form comes after learners have experienced the language in use, they have a context which will help them to make sense of the new language.

TBLT Tasks:

Tasks should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations (Willis, 1996: 149). In addition, task types include picture stories (Nunan, 1989); puzzles and games (Nunan, 1989); interviews, discussions, and debates (Nunan, 1989; Oxford, 1990; Richards & Rodgers, 2001); and everyday functions, such as telephone conversations and service encounters (Richards & Rodgers, 2001). These tasks are valuable learning activities in themselves.

TBLT Methodology

Willis, (1996) described the task-based framework as a model consisting of pre-task (introduction to topic and task), task cycle (task, planning, and report) and language focus (analysis and practice).

This allows learners to focus on meaning by using limited language they have in the first two stages and then only in the last stage is there an emphasis on form, on accuracy. Involvement of students in meaningful tasks provides regular opportunities to practice skills and language they might need in real life. Task motivates students, because they want to achieve the task outcomes. As learners choose the language they need, they are

more likely to acquire it. Most importantly, language focus in the last stage prevents learners from fossilization, and creates opportunities for improvement in language skills.

I have observed that engagement in the tasks promote learners' confidence by providing them with plenty of opportunities to use language in the class room without being constantly afraid of making mistakes and once they begin to communicate; we help them shape their language.

Teachers' Role in TBLT

Teachers can take roles as selector/sequencer of tasks, preparer of learners for task, pre-task consciousness raiser about form, guide, nurturer, strategy-instructor, and provider of assistance.

Learners' Role in TBLT

Learners take roles as group participant, monitor, risk-taker/innovator, strategy-user, goal-setter, self-evaluator, and more. The learner must analyze task requirements and find suitable strategies to match them. Richards and Rodgers (2001) and Scarcella and Oxford (1992)

Possible Challenges:

It has been observed that in TBL there can be the problem of product versus process. Some learners become so skillful at task completion strategies that they manage to accomplish a task by limited use of the target language. The challenge for a teacher applying task-based pedagogy is how to choose and implement tasks to create a balance between focus on meaning and focus on form. It has also been noticed that the learners who are shy tend to become very anxious when they have to speak in front of the whole class. These challenges can be very well taken care of through practice, planning and encouragement.

Reflections

On the whole, my experiments with self-created TBLT tasks worked quite well. The learners remained active and engaged in the tasks. However, to develop their interlanguage system learners have to face the challenge of talking in front of the whole class. They have to use the best language they have while focusing on fluency and accuracy. Giving learner's time to prepare the report encourages them to think about what they are going to say. This is the time when individual learners can ask about the language they need and are more likely to acquire it. In this way, planning and report stages contribute reflection to developing students' interlanguage system.

Impact of TBLT

To conclude, I would like to mention that the introduction of TBLT has given a new direction to my teaching and lessons have become more interesting and diverse. My students are more confident speakers now though they still need a lot of practice. As Ellis (2003) reports that task-based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. It is evident that if learners are to develop the competence they need in order to use English language effectively and appropriately in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it.

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English article errors in undergraduate students' writing - A case study

Benzigar. M

Introduction

One of the most difficult structural elements for second language learners is the English article system (definite & indefinite). The English articles, *a (n)*, *zero*, and *the*, are quite difficult to acquire and the one of most complex problems faced by a nonnative speaker is when to use *a (or an)*, *the*, or *o (zero or no)* article at the beginning of a noun phrase. In English the article system is a marker of definiteness. According to Lyons (1999), definiteness is not a semantic concept but a grammaticalization of the semantic/pragmatic concept of identifiability: a marker of definiteness, such as a definite article, "directs the hearer to the referent of the noun phrase by signaling that he is in a position to identify it" (pp. 5-6).

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Many researchers have agreed that article usage is an area of grammar that shows "considerable prominence in any error analysis" (Oller & Redding, 1971, p.85). Articles are believed to be a source of difficulty for learners and teachers of English as a second/foreign language, especially for those whose native languages do not have articles or do have articles or article-like morphemes which are used in ways that differ from English articles (Celce-Murcia and Larsen-Freeman, 1999). Errors in articles use does not interfere with the meaning of an utterance and the indefinite and definite article are sometimes interchangeable.

These errors are often dismissed as 'little words' and receive relatively 'little' attention. In the written productions, an incorrect or improper use of it may affect communication negatively (e.g. little, a little). If the learner wants to give a professional touch to his writing, a little attention should be given to the use of articles as it establishes cohesion in an essay. The definite article 'the' generally does that function. Thus it is expected from the ESL learners to have competence in the use of English articles. The misuse or nonuse of articles is one of the most frequent errors in the students' writing. Bataineh observes that English articles are difficult to learn (2005, p.56) and are hard to hear. This difficulty can be attributed to four kinds of principle facts are found about the article system: (a) it is the system of the most frequently functioning words in English language; (b) it makes continuous rule application which is difficult over an extended stretch of discourse; (c) the functional words are normally unstressed (d) the article system stacks multiple functions onto a single morpheme (Master 2002).

Subjects

The participants for this study include 56 students from colleges in Madurai, who learn English as a second language. The learners possessed at least a minimum of nine years exposure to English language and share a common educational background.

Methods

This study analyzed the use of articles in students' English writing. The students were asked to write a composition on "most memorable day". The composition writing was decided as it deemed appropriate because when writing, students must consider pragmatic, syntactic, and semantic constraints when determining the correct article to use.

Model for Article Analysis

McEldowney (1977) notes a great similarity in article errors in the English of Europeans, Asians, South Americans and Arabs with vastly different language backgrounds and states that the same types of error persist in the English of school children, college students, university students, English teachers, scientists and others. These errors centralize around three main areas:

1. Omission of *a (n)/the/-s*
2. Wrong insertion of *a (n)/the/-s*
3. Confusion of *a (n)/the/-s*

This study has chosen to employ this category for investigating the errors in the use of articles, since such classification throws better insight into the specific environment where the L₂ learners face problems (Thu, 2005, p. 93).

Discussion : Omission of Articles

Omission of articles errors refer to the absence of the articles (zero articles). Bataineh observes that the L₂ learners inclined to commit omission or deletion of articles due to native language transfer and simplification (2005, p. 66). The L₂ learners' inadequate knowledge of the forms of the English language tends to apply the equivalent native language structure on English. The following examples illustrate the learners' incompleteness in the use of articles:

- 1) He has () apple (*an* apple).
- 2) He is in () difficult situation to write examination (*a* difficult situation).
- 3) He was () lazy man (*a* lazy man).
- 4) We play cricket in () morning (*in the* morning)

The inherent complexity of the English articles is another reason for such errors in the writings. The learners find it difficult with the basics of articles as they fail to distinguish between the proper nouns and common nouns, or between countable nouns and uncountable nouns. The study finds the learners tend to overgeneralize when using articles. Errors in the omission of articles or addition may also be attributed to the fact that the L₁ not only lacks an article system, but also lacks any morphemic system of marking noun singular/plural distinction, non-count/count distinction.

Omission of Definite Articles

The present study also noticed learners ignoring the definite article '*the*' and the indefinite articles '*a/an*'. The following example illustrates incompetency faced by the learners in the use of definite article.

- 1) Students always help () poor.
- 2) () Pongal is my best festival.
- 3) Our teachers conducted a special class for () students.
- 4) My friend came to receive me at () bus stop.

Learners' deviation from the rules of the target language can be attributed as one of the reasons for such omission of articles. Bataineh observes many learners delete the indefinite article *a (n)* the use of which is obligatory to some of the singular countable nouns such as campus, language, and accident (2005, p.11). The basic difference between structures of

English and Tamil languages results in the production of ungrammatical sentence. Tamil language does not have a distinct marker for indefiniteness. Some of the South Asian languages, such as Hindi, Punjabi and Gujarati also do not have an equivalent of *the*.

Omission of indefinite Articles

The ignorance in the use of indefinite articles has adversely influences the learners to delete or omit indefinite articles in the writings. Such writings confuse the reader in the process of decoding the message. Often these incorrect grammatical structures end in the wrongs meaning. The present corpus of errors indicates omission of indefinite article. A few examples can be noted for discussion

- i) It was () different experience (*a*).
- ii) He was () lazy man (*a*).
- iii) India lost the match for () few runs (*a*).

Kamala (1992, p. 143) observes that the main reason for the omission of articles to 1) Inadequate understanding of the Article rules; 2) Insufficient practice; and 3) Direct influence of the mother tongue in which the article system does not exist. Students' insufficient understanding of article, over simplification of grammar books and lack of experience in using articles can be cited as other factors causing erroneous articles.

Wrong insertion of Articles

Wrong insertion of articles errors refers to the use of 'unnecessary insertion' of article in the writings. A few instances from the learners' writings indicate the definite article being used unnecessarily.

- i) We are advised not to kill *the* female.
- ii) Once upon *the* time we visited our friends' home.
- iii) Finally he met *the* success in his life.
- iv) In Christmas we celebrate *the* Jesus birthday.
- v) Next day bus reaches *the* Chennai.
- vi) In Tamilnadu, before *the* two months.

It is noticed from the present corpus that the learners commit errors in the use of indefinite article.

- i) We wished him *a* many more birthdays.
- ii) My uncle has *a* four children.
- iii) One day I got *a* punishment.
- iv) Students spend lot of *a* money on movies.
- v) He wished to become *an* Engineer.
- vi) Raman was gifted with *an* enriched wisdom.

Confusion of Articles

Confusion type of errors refers to situation in which the learners are confused about the use of articles in certain context. Learners tempt to apply the rules of articles where they are not applicable. Such errors in the writings can be noticed when they use *a* in place of *the*, and *the* instead of *a/an*. It is found that the learners commit confusion of article error in the present corpus:

1. He is *a* tallest man in Tamilnadu (the).
2. Watching movies *a* entertainment (an).
3. He has *a* answer for all questions (an)
4. It is *one* memorable day in my life (a).
5. The college organized *one* educational programme (an).
6. All the men travelling in *that* bus escaped (the).
7. My friends enjoyed *that* programme (the).
8. The second attempt to pass the exam also ended in *the* failure (a).
9. Once upon *the* time, we enjoyed the class (a).

Conclusion

Researchers contribute the errors in the use of articles to learners' insufficient learning methods, such as overgeneralization and simplification (Bataineh, 2005, p.17) and learners' inadequate practice and inability to grasp the article system which leads to false analogy and over application (Kamala, 1992, p.148). "The correct use of the articles (*a*, *an* and *the*) is one of the most difficult points in English grammar" (Swan 1995, p. 54). Swan observes that most of the Languages of Western European origin have article systems like English and if a L₂ learner already speaks one of these languages, perfectly or very well, (French, German, Dutch, Danish, Swedish, Norwegian, Icelandic, Spanish, Italian, Portuguese, Greek, Romanian...); the learners would understand the English article system. On the other hand, if the learner does not already have a very good knowledge of one of these languages, he or she may have more difficulty with the correct use of articles (p. 55). Master observes while examining the complexity of the article system and the challenges involved in learning that "... researchers consider the article system to be unlearnable and therefore un-teachable, because it can only be acquired through natural exposure to the language" (1994, p.229).

Oller & Redding found that article errors decrease as proficiency increases, even for students whose L1 does not have formal equivalents of the English articles. The present study finds that the learners continue to commit errors in the use of articles despite their exposure to reading and instruction. The absence of article in L1 corresponding to English articles struggles these Tamil speaking learners' to recognize the underlying rules and conventions. Berry (1991), after studying current approaches in some grammar-cum-practice books, finds that they "are not yet well in the matter of teaching articles" and identifies such books with the incorrect or misleading formulation; unwarranted emphasis on certain usage types and lack of variety in formats may also cause difficulty for the learners to master article system in English (cited in Thu, 2005, p.138).

Researchers like Berry proposed seven principles in designing materials for teaching the articles, which can be condensed into three main points: (1) use a principled descriptive account; (2) make exercises / activities varied in terms of production, comprehension and perception, and (3) apply some principles of presentation methodology (e.g. simplicity, appropriateness). Master (1990) introduces a binary system for teaching articles in which article use is reduced to a meaning contrast between "identification" (marked by *the*) and "classification" (marked by *a(an)/zero*). The binary system is an effort to manipulate various descriptions by simplifying them with attention to the principle of *one form for one function* (Bolinger, 1977). Master attests significant improvement in learners' use of articles and wonders the improvement may be due to "the focusing of students' attention on the need for articles in English rather than from any explicit method for choosing the articles in English rather than from any explicit method for choosing their article correctly" (1990, p.465). Master contends that ignoring the article is irresponsible and L₂ teachers should provide their learners with better means of using the

articles appropriately, especially when it comes to academic writing that is to be graded in part for grammatical accuracy (2002, p. 335).

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Application of Theatrical Performance in Teaching English to Second Language Learners

Bibhudatta Dash & Dr. Dhishna Pannikot

Introduction

English as a language -- in India-- has grown up and attained its present shape during the process of 'Indianisation'. Indians have moved way ahead from the days when English was considered to be the language of the West. It has undergone evolution during the process of 'Indo Anglican' to the 'Indian'. English is no more the language of colonizers it has become the indigenous language of the natives of India. It has helped the natives by bridging the social and cultural gaps that existed among the citizens. In the present, English is an essential medium of communication. It is the language of education, research, business, print and media. Before a few decades, it was considered a profane affair to learn English, now it is the need of the hour. That is the possible reason for the native people to learn 'proper' English. The traditional methods of acquiring English, as a second language, like taking grammar lessons, written tests, listening to lectures and so on, have become inundated and students have become immune to them. One needs to focus on innovative methods of teaching English so as to make it easy and interesting for the second language learners to acquire LSRW skills. Performance Studies can be an important medium of learning English as a second language drawing on cultural studies, theatre studies, musicology, and politics and so on. Performance Studies can act as an interdisciplinary forum for English language acquisition.

This paper intends to discuss 'theatre' as an aspect of Performance Studies which offers English language learners a realistic chance to explore beyond the text and learn the target language by integrating both verbal and non-verbal aspects of communication and by bringing the 'real world' into the classroom. As Sheila Robbie, Tina Ruggirello, and Bernie Warren mentions: "Working in the drama medium, in meaningful contexts, enriches and improves the language learning process and empowers students with the confidence, motivation and enthusiasm to do their very best." (Robbie, Etal. 1) Theatre can be used as a tool of language acquisition by applying several dramatic techniques, as methods of language learning. This paper aims to make learning English easy, with the application of theatrical techniques like simulation, soliloquy, dialogue, para-linguistics, and improvisation in an ESL classroom. It would now turn out to be vital, to know what afore mentioned theatrical techniques are, in order to apply it in the English language learning classroom setup. One may examine them as follows:

Simulation

Simulation is quite parallel to role playing. In this process of learning, students are given different situations in which they have to act considering themselves to take the role of the characters. This method of learning not only gives students the opportunity of expression but also makes them learn English language by experiencing real life communicative situations. Simulation helps the students to understand English language by giving them the opportunity to express themselves creatively. It not only helps them in learning English as a second language but also makes them capable to understand the interpersonal relations and social transactions through cultural exchanges. Simulation can also go the other way by making the students confront imperfections and mistakes as Ken Jones says: "A basic reason for using simulations is that mistakes are both inevitable and desirable...The greater the disaster, the greater the learning." (Jones 10) Simulations provide a rich communicative environment by exposing students to a diverse range of real life experiences beyond the closed walls of the traditional classroom. It is useful in teaching students the act of controlling their anxiety levels by increasing their autonomy. Just like

Joseph Addison and Richard Steele's *The Spectator*, the aim of simulation in an ESL classroom is to "Enliven morality with wit, and to temper wit with morality...to bring philosophy out of the closets and libraries, schools and colleges, to dwell in clubs and assemblies, at tea-tables and coffeehouses." (Whitaker 345) Simulation helps to experience 'learning' without libraries and black boards. By bringing the outside world into the classroom it creates a free space which dismantles the barriers between the student-teacher relationships. As Charlyn Wessels suggests, the best activities for language learning is to: "Include discussions, debates, role plays, simulations, games, prepared talks, and even dramatized play readings. In each of these activities, learners have to be active participants, using their imagination and interacting with each other; almost unconsciously they are acquiring communication skills in foreign language." (Wessels 9)

Soliloquy

Soliloquy is a dramatic device used by theatrical performers to make the characters communicate with the audience as well as with their 'self'. It is an act of intimate communication; where the character gets freedom to speak out her/his mind. According to M. H. Abrams, "Soliloquy is the act of talking to oneself. In drama, it denotes the *convention* by which a character, alone on the stage, utters his thoughts aloud; the playwright uses this device as a convenient way to convey directly to the audience information about a character's motives, intentions, and state of mind, as well as for purposes of general exposition." (Abrams 165) In Shakespeare's tragic play *Hamlet*, Hamlet's soliloquy says:

To be, or not to be? That is the question—
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And, by opposing, end them? ... (Shakespeare III. i)

Where Hamlet puts forward the question of choice between life and death; makes us understand how important a soliloquy can be in inventing out emotions or taking major decisions. Soliloquy being the inner speech of a character gives him/her the liberty of expression. On soliloquy Vladimir Tumanov says, "As a part of the private communication effect, this suggests an unplanned, unpolished thought process." (Tumanov 88) Soliloquy therefore enjoys the privilege of being absurd, abrupt, and free. These characteristics of soliloquy can help language learners use it as a device of learning the basics of communication in English language. Tumanov, again, asserts that, "This creates the illusion of the 'mimesis' of private thought characterized by grammar for the self rather than conventional narratorial grammar for a public addressee." (Tumanov 88) While communicating with the 'self' a person is more open to the 'self' and less aware of committing mistakes than while communicating with another person.

The grammar which a person needs during inner communication need not be too apt according to rule books; it just needs to be indicative enough to be deciphered by the 'self'. Hence, soliloquy is more essential in terms of expressing the feelings in English language by giving the speaker the freedom of communicating sans grammar rules. Gradually the practice of soliloquy helps the speakers prepare themselves to communicate with others. While delivering a soliloquy the tone and intonation needs to be taken much care of. It needs to bear a hushed and reflective nature to make it appear as if the character were sharing an intimate secret with the audience. Its structure follows the pattern of the blank verse which helps in representing the psychological depth of the character. Thus, soliloquy being a silent discourse provides the best platform for private communication along with the opportunity to learn the basic reflective characters of tone.

Dialogue

Sheila Robbie, Tina Ruggirello, and Bernie Warren in their book *Using Drama to Bring Language to Life: Ideas, Games and Activities for Teachers of Language and Language Arts* assert that: “Drama facilitates spontaneous learning in an environment that is as authentic, natural and contextualized as possible. Students therefore are not learning by memorizing or repeating set phrases in contrived situations but by using language as a cognitive instrument while discovering the way words and their meanings are used in the target language.” (Robbie, Etal. 3) Dialogue acts as the ‘cognitive instrument while discovering the way words and their meanings are used in the target language’. It gives the opportunity to students to understand not only their own parts in the act of communication but also to get a firsthand knowledge about the other person’s character. It develops the skill of one to one communication. Soliloquy gives the students the ability to express themselves in private, but dialogue helps them become public speakers of the target language.

According to Vimala Herman: “Dialogue as discourse is characterized by a fundamental structural principle; it is interactive and Interactional. It is a mode of speech *exchange* among participants, speech in relation to another’s speech and not merely the verbal expression of one character or actor’s ‘part’. Dialogue belongs not to the sphere of the ‘I’ but the sphere of the ‘we’.” (Herman 1) Dialogue not only helps to learn English language skills but also polishes the speaking skills like ‘pause’, ‘intonation’, ‘accent’, and ‘stress’. It is the simplest form of oral communication which cultivates mutual trust among the second language learners while simulating a situation. Hence, according to Shin-Mei Kao and Cecily O’Neill, “Drama gives students the vicarious experience of a variety of situations, attitudes, roles and worlds. When students are involved in creating and maintaining dialogues on fictional dramatic situations – the primary purpose of drama – a range of significant learnings occur.” (Kao Etal. 2) This could be further considered as an inevitable element of performance studies that is found effective in the Indian English teaching.

Paralinguistics

“Paralanguage or para-linguistics is used to refer to the study of non-verbal communication” (Francis Soundararaj 34) which includes timing, pitch, volume, nasalization, intonation, accent, stress and other vocal behaviours that add more meaning and accuracy to our speech. Paralinguistics is of utmost importance in application of theatrical techniques because theatre depends on a lot of non-verbal communication where the performers need to use their voice as the medium of communication. According to Philip Burnard, “They can offer us indicators of how the other person is feeling beyond the words that he uses.” (Burnard136) A study and exercise of paralanguage in a theatrical act can make the performing students communicate in a better way through their speech and help the students, as audience, to understand the act better with inherent intensions of the characters. This in a way can help the English language learners go to the semantic level of accepting the English language by penetrating deep inside the inherent meaning.

Improvisation:

Improvisation is the process of rehearsal of the scenes before final performance on stage. It helps the student performers to memorize their respective roles and to get into synchronization with each other. Wessels asserts that: “Drama has a role to play in each of these, but particularly in the acquisition of correct pronunciation, rhythm, intonation, and other prosodic features. We can learn a lot from considering the ways in which actors prepare their voices for the stage.” (Wessels 9) Improvisation can act as a learning experience for the students in making them aware of their mistakes. This can prove to be a

wonderful method of learning through correction and cooperation thereby encouraging the spirit of teamwork within the students. This team spirit can act as an adhesive force for second language learning. Wessels also suggests: "Vocal warm-ups, chanting, choral speaking, and singing are only a few of the techniques that could help learners to improve pronunciation and prosody." (Wessels 9) Vocal warm-ups, chanting, choral speaking, and singing are common improvisation techniques used by actors while rehearsing their verbal deliveries. When students with mixed language ability practice together, the process of English language learning becomes easy with interaction and exchange. According to Samuel Wells, "Improvisation in the theatre is a practice through which actors seek to develop trust in themselves and one another in order that they may conduct unscripted dramas without fear." (Wells *Introduction*) Improvisation prepares the students not only for better memorization but also it gives them the psychological strength to give enhanced performances on stage. To better explain the role of improvisation the Chinese proverb illustrates: "I hear and I forget, I listen and I remember, I do and I understand." (Wessels 7)

Conclusion

Using theatrical techniques like soliloquy, simulation, improvisation, dialogue and para-linguistics, as discussed above, would enhance the learning skills and the creative potential of students. But, there are few limitations as posed by these methods, of which the prominent limitation is that, they would require the student to do a lot of ground work which would turn out to be a difficult endeavour for the average students. But, there are many positive aspects of these paralinguistic features including that it would help in acquiring verbal and non verbal communication skills with ease. It would also enhance the creative caliber of the language learners. It would further enable the students to take up self learning and generate confidence in them.

In order to use para-linguistics in English language teaching, one need to carefully set the stage for language learning. It could be done by providing ample time for the students to assimilate the paralinguistic features in the classroom. Group the students for various activities and explain the nature of activities that they would be undertaking in due course of their studies. Motivation is another key ingredient for any learning process, as is the case with English language learning. The teacher need to inspire the students to take up English language learning as a self enriching activity and not as something that is a mandate learning area in the curriculum. Further, collecting proper feedback related to the student's experience in learning through paralinguistic techniques need to be sought so that further improvisations can be made in this area. Using paralinguistic features in English language teaching, if done effectively could turn out to be a vital tool in language acquisition for the second language learners.

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The use of definite and indefinite articles in L2: A study of Persian-speaking learners of English

Elahe Mahmoudi

Introduction

Learning English as a foreign language has always been challenging for EFL learners. They have to deal with various issues such as limited access to authentic texts and materials, imperfect learning environments, lack of interaction with native speakers during their language learning experience. Additionally, their mother language itself can sometimes become a burden. It may hinder, slow or interrupt the process of learning.

One area of English language learning which is particularly problematic for non-native speakers is the use of articles, especially for those whose native languages do not have articles or article-like morphemes. In a study conducted by (Kharma, 1981) it has been proven that the use of English definite/indefinite articles is a serious source of difficulty to Arabic speaking students.

When a language learner communicates, s/he focuses on meaning mostly so that they pay more attention on meaning not the form. Since articles consist part of function words, they are usually neglected on the part of the speaker. According to Pienemann (1998), novelty and the abstractness of the concept in addition to the learners' changing hypotheses about article usage at different stages in inter language development and the potential influence of the native language determines the difficulty of the meaning expressed.

In a morpheme study, which was very influential for second language acquisition research, by Brown (1973), the articles *a* and *the* came at numbers nine and ten in the acquisition of fourteen morphemes. They were found to be less difficult than the prepositions *in* and *on*, regular plural and possessive inflection *-s* but more difficult than the present progressive inflection *-ing*, regular and irregular third person singular (e.g. *cleans* and *has*), regular and irregular past tense (*cleaned* and *went*) and contracted and uncontracted copula and auxiliary *be*.

Research questions

This study examines the acquisition of the English definite article by a cross-section of Iranian students. It has three main objectives: (1) to identify the type of errors the learners make, (2) to determine the possible sources of errors, (3) compare the frequency of errors among two proficiency groups.

To achieve these objectives, the present researcher seeks answers to the following questions:

1. What are the types of the errors Iranian EFL students make in the use of the indefinite and definite article?
2. What are the sources of errors among two groups?
3. Are there any differences in the students' errors which can be attributed to proficiency level?

Review of literature

Errors have always been considered as an important issue in EFL context. Corder (1967), for instance states that "they are significant in three different ways. First, to the

teacher, in that they show how far towards the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn" (p. 161).

According to Bataneh,(2005), Master 1987 was the first to point out that articles seem to be acquired differently, depending on whether or not they occur in the learner's native language. For learners whose native languages lack articles, researchers (Master, 1997; Parrish, 1987; Ekiert, 2004 cited in Bataneh 2005) reported that zero dominates in all environments for articles in the early stages of language learning. Parrish (1987) suggested an order of acquisition in which the zero article, the definite article, and the indefinite article are acquired consecutively.

Master (1997) concluded that these learners seem to acquire the zero article first although he warns that one cannot tell the difference between the zero article and omission of the article. Master's data showed that zero accuracy is close to 100% for the low-ability level participants, which then drops, and rises to nearly 100 % again for the high-ability level participants. He further reported that the overuse of zero article decreases with the increase in proficiency level, although the overuse of zero article persists more than the overuse of the other articles.

In another study, AbiSamra (2003) investigated errors in English essay writings of Arabic speaking Brevet students. It was found that one-third of the second language learners' errors, including syntactic-morphological errors, mostly have developmental-intralingual source while negative L1 transfer was found to play a minimal role.

Nayernia (2001) studied the patterns of errors in Iranian learners of English. The results suggested that although L1 is not without its influences in learners' production, the majority of the errors are intralingual errors which should be traced in the target language system.

The present study employs Keshavarz (1999) linguistic taxonomy of errors which classifies errors into four distinct categories which are as following: a) Orthographic Errors; b) Phonological Errors; c) Lexico-Semantic Errors; and d) Syntactico-Morphological Errors. Further, errors can be categorized into micro classes based on the ways in which they are committed. Four main processes which lead to erroneous utterances are omission, addition, substitution, and permutation or wrong ordering (Corder, 1973; Mckeating, 1981; Brown, 1987 as cited in Keshavarz, 1999).

In the present research it has been attempted to deal with the last category of errors, Syntactico-Morphological errors. Different types of errors are classified under this category which are 1) errors in the use of tenses 2) errors in the use of prepositions 3) errors in the use of articles 4) wrong use of active and passive voice 5) wrong sequence of tenses 6) wrong word order 7) errors in the use of 'it is' instead of 'there is' 8) misplacement of adverbs 9) wrong use of negative constructions 10) errors in the use of conditional sentences 11) wrong use of negative imperative in indirect speech 12) errors in the use of relative clauses and relative pronouns 13) lack of subject-verb inversion in Wh- questions 14) errors in the use of subject-verb inversion in indirect questions 15) errors in the distribution and use of verb groups 16) errors due to lack of concord 17) wrong use of plural morpheme 18) wrong use of parts of speech 19) wrong use of qualifiers and intensifiers 20) use of typical Persian constructions in English.

The type of errors which has been investigated in this study was category (3), errors in the use of articles. It is subcategorized into the following processes 1) omission of the definite article 'the', 2) redundant use of the definite article, 3) omission of the indefinite article, 4) redundant use of the indefinite article, 5) wrong use of articles.

Methodology

Participants

The subjects for this study were all students of English in an English Language Institute in a city located in north of Iran.

A total of 14 female students, all of whom were between 17 and 22 years of age, were selected for the study. Like all Iranian students, the ones who participated in this study started learning English as a foreign language at age 13 at junior high school formally. They were homogenous in terms of their sex, linguistic and socioeconomic background and educational system. The subjects lived in an exclusively Persian-speaking community.

Table1: Distribution of the sample

| Gender | Female |
|--------------------------|-----------|
| Proficiency level | |
| High-intermediate | 7 |
| Low-intermediate | 7 |
| Total | 14 |

Instrument

The instrument consisted of a cartoon prompt (Picnic Task, Heaton 1966). Volunteers were told that they would be recorded while narrating the story from the cartoon prompt. It was stressed that recordings would be confidential and anonymous, that this was not a test, and that no proficiency score would ever be calculated. In order to tap into participants' real not accidental errors, they were given the opportunity to plan before speaking.

Method

Many speakers, especially at the beginner level, have to creatively construct plans for most situations because ready-made plans are not yet available, which means that the activation of procedures (e.g., lexical retrieval and morphological making) requires a high degree of cognitive control. In order to reduce cognitive strain or processing load, it has been suggested (Crookes, 1989; Foster and Skehan, 1996) that advance speech planning is an effective way for L2 learners to handle communicative strains and pressures, thereby improving their performance.

In order to make sure that the time (1 minute) provided was indeed used for planning, subjects in the two groups were asked to make written notes. They were reminded that their oral production would be made without the notes. Data is gathered as subjects are producing oral narrative.

The aim of the linguistic analysis of the oral narratives with planning time available for the subjects was to observe errors in the use of the definite and indefinite articles which could have three possible source (Keshavarz, 1999). They could be *interlingual* errors caused by the influence of the learners' native language, *intralingual* errors caused by the influence of the target language itself, *transfer of training* caused by faulty material presentation by teachers or textbooks, *language-learning strategies* which are the processes by which learners form, test, or modify hypotheses about the nature of the target language or *communication strategies* by which learners attempt to handle the heavy communication demands facing them. Interlingual errors further subcategorized into a) transfer of phonological elements of the mother tongue, b) transfer of morphological elements, c) transfer of grammatical elements, d) transfer of lexico-semantic elements, e) transfer of stylistic and cultural elements. The intralingual and developmental errors are classified into a) overgeneralization, b) ignorance of rule restriction, c) false analogy, d) hyperextension, e) hypercorrection, and f) false categorization.

To achieve the objectives of the study, each oral narration was recorded and then transcribed carefully. Data from each narration were organized using the following error categories: (1) deletion of the definite article, (2) substitution of the indefinite for the definite article, (3) substitution of the definite for the indefinite article, (4) redundant use of definite article, (5) deletion of the indefinite article a/an, (6) redundant use of indefinite article.

Findings and discussion

The findings of the research are presented in the light of its objective. First, the errors detected in speech of participants during the oral task were identified, then it was attempted to identify the sources of errors among two proficiency groups and finally potential differences among the subjects' errors which could be attributed to proficiency level were also reported.

Types of errors

Six types of errors subjects made in the use of articles are illustrated in the following table.

Table 2. Types and percentage of errors among two proficiency levels

| Error \ Proficiency level | Substitution of indefinite article for the definite article | | Substitution of definite article for the indefinite article | | Deletion of the definite article | | Redundant use of definite article | | Deletion of the indefinite article | | Redundant use of indefinite article | | Total |
|---------------------------|---|------|---|-------|----------------------------------|-------|-----------------------------------|------|------------------------------------|------|-------------------------------------|------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| High-intermediate | 1 | 20% | 6 | 85.7% | 5 | 38.4% | 7 | 70% | 2 | 50% | 3 | 100% | 25 |
| Low-intermediate | 4 | 80% | 1 | 14.3% | 8 | 61.5% | 3 | 30% | 2 | 50% | 0 | 0% | 18 |
| Total | 5 | 100% | 7 | 100% | 13 | 100% | 10 | 100% | 4 | 100% | 3 | 100% | 43 |

Deletion of the definite and indefinite article

As clearly observed in the above table, and shown in the examples below, two kind of errors related to deletion, deletion of indefinite and deletion of definite articles, were made.

*Their pet went into **basket** [the basket].*

*They are going in **afternoon** [the afternoon]*

In case of deletion of definite article, Low-intermediate subjects made more errors compared to the high-intermediate subjects (8&5 by Low and High-intermediate, respectively). While in deletion of the indefinite article, both groups had the same number of errors. As clearly depicted, participants made more errors in deletion of the definite article to which more than one source may be attributed. According to Faghih (1997), while English requires the use of a definite article, Persian shows indefiniteness by not using an article at all. It can be inferred that ungrammatical structures are caused as a result of the differences between the two languages. The fact that Persian does not have a distinct marker for definiteness the way English does is probably the reason for learners' deviation from the target language use.

So, transfer of the rules could be one reason for the mentioned errors. Furthermore, simplification could be another reason. In simplification the learner tries to reduce target language to a simpler system in order to reduce the learning burden (Keshavarz, 1999). Therefore, this elimination of items which are redundant in conveying the intended message may be another reason for this type of error made by participants of this study.

Substitution errors

Totally, substitution errors, including substitution of indefinite article for the definite article and substitution of definite article for the indefinite article, comprise 12 errors (out of 43) made by subjects (7&5 by High and Low-intermediate level participants, respectively). Some examples are shown below:

It was beside **the farm** [a farm].

*It was in an **afternoon** [the afternoon].*

While errors related to substitution are the second most type of errors, groups acted completely different in the two above mentioned subcategories, in that, in substitution of indefinite article for the definite article, Low-intermediate learners had the highest percentage of errors (80%) and in the substitution of definite article for the indefinite article High-intermediate group had the highest percentage of errors (85%). In other words, High-intermediate subjects did worse than Low-intermediate subjects in the erroneous substitution of the definite for the indefinite article (compare 85.7% to 14.3%, respectively).

Keeping in mind that subjects of the Low-intermediate group made more errors in definite article deletion than High-intermediate participants (compare 61.5% to 38.4%) while Low-intermediates deleted more definite articles, we can infer that most High-intermediates recognized the fact that the use of one (whether definite or indefinite article) is required which may have led them to overgeneralize the rule where it is not appropriate.

The redundant use of definite and indefinite article

Like the erroneous substitution of the definite for the indefinite article, high-intermediates surprisingly made the largest number of errors (compare 10 to 3) in redundant use of the definite and indefinite article, as shown in the examples below:

*It was **the noon** [noon].*

*It was **the near** [near] the trees.*

The observed difference between the two groups of participants is more in case of redundant use of indefinite article (3&0 by High and Low-intermediate subjects, respectively). Overgeneralization could be one reason for this type of error. Additionally, since this type of error was mostly observed among High-intermediate participants, which conveys they have begun to recognize the need for a definite article, it can also be explained as hypercorrection. It is another intralingual and developmental source of error. It mostly happens when forms which are attempted corrections but are used erroneously (Keshavarz, 1999).

The Effect of Proficiency Level

The participants made a total of 43 errors in the use of articles, which are divided into 25 errors by high intermediate, and 18 errors by low-intermediates. Analysis of errors related to two proficiency levels revealed that participants' performance varied significantly from one error type to another. This is while in only one error category a similar performance was recorded. Low-intermediate participants performed better in substitution of definite article for the indefinite article (compare 14.3% to 85.7%). It means that they had fewer errors in this category of errors. They also outdid their counterparts in errors related to redundant use of definite article and redundant use of indefinite article (compare 30% to 70%). However, High-intermediate participants did better in substitution of indefinite article for the definite article (compare 20% to 80%) and deletion of the definite article (compare 38.4% to 61.5%).

Conclusion

According to the results it can be concluded that overgeneralization, simplification and hypercorrection of English article system are the major reasons for errors made by the participants of the study. Role of participants' First language, Persian, was minimal. The only type of error that could possibly be ascribed to native language transfer, among other sources, is the deletion of the definite article. Although the results achieved in this study are sound and significant, more research is needed. This research was conducted on a small number of students and very limited data. Therefore the results are suggestive rather than decisive.

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Teaching- Learning Strategies Of Activities In English Classroom

Ch. Indrani

Introduction:

To begin with teaching language remains incomplete if it is not communicated effectively in English classes of a undergraduate level. Through practicalities of communication, one has to understand that “language is life.” In this contextual meaning plays a vital role in everyday situation any language learning remains incomplete if it is not spoken well. The language teachers are thus supposed to reorient their approach to teaching English very much from the “purposive angle.” The pedagogic principles followed are essentially different from strict linguistic or cognitive or behaviouristic lines. The learning/teaching activities need the preparation of range of exercises, activities compatible with the communicative approach these should engage the learners in communication and require the use of such communicative processes as information sharing, negotiation of meaning and interaction. In an English class language is learnt by interaction modes and here language teacher is a facilitator for language activities for the development of communication skills

The learner with his or her personal contribution forms part of the milieu thus creating an interaction that becomes the individual as well as the shared learning experiences. This continuing, complex and meaningful interaction is central to our understanding of the term experiences. In experiential learning the fundamental “Method” is the provision of the experiences.

The changing milieu towards a wide spectrum of delivery techniques has attracted a dedicated professional team that can design and deliver indoor seminars, outdoor exercises, desktop simulations, experiential games, video project or motivational events. As people become more exposed to development techniques more effective and high impact solutions are required.

Planned or un-planned activities:-

For many people life’s journey and the learning from it, is not at all planned, life simply emerges and unfolds. Educational psychologists defined as a change in the individuals caused by “experiences” facilitation strategies required an understanding of sleepers, warriors, adventures and sages; then different training methods can be applied so as to maximize their emergent and planned learning.

Experiential learning is also referred to as experiential teaching, or experiential training. The word experiential essentially means that learning and development are achieved through personally determined experience and involvement, rather than on received teaching or training, typically in group, by observation, listening, study of theory or hypothesis, or some other transfer of skills or knowledge.

The expression 'hands-on' is commonly used to describe types of learning and teaching which are to a lesser or greater extent forms of experiential learning. The expression 'chalk-and-talk' (the teacher writes on a board and speaks while learners listen and look and try to absorb facts) refers to a style of teaching or training which contains no experiential learning aspect whatsoever or experiential activities, and other variations of these terms.

Dramaturgy

Dramaturgy means the art of theatrical production 'the main task of which is to examine the links between the world and the stage. Five stages which are involved in dramaturgy are

1. Development of course theme
2. Development of the scenario
3. The practical dramaturgy (activity/)
4. The completion of the scenario
5. The dramaturgy on the course.

The main aim of dramaturgy is to reach the maximal educational, recreational and pedagogical effect. Lifelong learning means that the endpoint of the learning journey is designed by sameness which the learners embrace a new set of challenges. Creating the right milieu for a learning journey is through a number of considerations. Among the personal growth themes are achieved by a greater sense of personal and spiritual perspectives on life; sense of service and giving and a change of self-concept.

The experiential activities also develop skill, knowledge or awareness and often start with specific narrow skills and then move on to aggregate or broad skills such as teamwork, communication, time management, emotional intelligence or leadership.

The experiential wave which awakens enthusiasm by fun/play/enjoyment, high intensity by constituent learning broad skills directing the experience by composite learning broad skills, encourage eagerness for change enhancing development and change.

The four stage sequence or activity wave model by Dainty and Lucas (1992) is as follows.

1. Awaken participant enthusiasm with ice breakers and energizers
2. Start focus attention with medium sized activities and narrow skills.
3. Direct the personal experience with larger, broader skills.
4. Share participant enthusiasm using regular reviewing activities.

Concept of activity learning is central

'People don't learn from experience; they learn from reflecting on their experience.'

The principle that the success of the experiential approach to learning depends on the learners is fundamental. Facilitation must be light and subtle. Individuals can and do learn without facilitation. Learners learn experientially by reflecting on their experiences, developing personal insights and understandings through involvement in intellectual, emotional and physical activity.

Experiential learning involves people in working things through for themselves and developing their own understanding, so facilitators should always be seeking ways to enable this happen learning. The facilitator can provide help during each element of the learning cycle by creating an appropriate learning environment, providing an activity that will initiate the learning process, creating an atmosphere and guiding thinking and challenging to developing understanding ensuring that any conceptual thinking is progressed to meaningful conclusions and opportunities for improvement identified.

Facilitation is a complex and skilled process. Every learner is different in their learning activity and they react to experiences by not having clear ideas due to obstacle of listening from others. Single events are potential for different learning effects.

A learning activity is a means to an end, not an end in itself.

The purpose of an experiential learning activity is to create an opportunity for valuable and memorable personal learning. The ideal activity will engage, stimulate and challenge with individuals becoming absorbed in the task as themselves. Page | 114

An effective activity provides the opportunities for learning with as few distractions as possible. It can be great fun to run 'big activities' (although some people hate them) and there is no doubt that 'ropes' courses (as 'outward bound' activities are referred to in some parts of the world) and outdoor team challenges can generate real learning opportunities. The learning review is a vital stage of every activity. Reviews can take many forms but all must engage the learners. The ideal review will involve the learner in personal thought, challenge and discussion before coming to some form of conclusion. It is often useful if a period of individual reflection, guided by open-ended or tick-box questionnaires, is followed by a facilitated discussion. Concentrate learning and reviews on the positives more than the negatives will be benefit in review and change.

A review discussion is an opportunity for learners, helped by the facilitator, to develop their own understanding and draw their own conclusions. The role of the facilitator is to enable others to learn by drawing out the issues and developing the learning that is relevant to the individuals. The facilitator should ask questions that will stimulate thought about relevant issues. A better option is for you to run another activity designed to focus more attention on this specific point.

Case Study

Information (often a written file) is given to the participants of a situation or problem. This situation can be real or of cases have been published) or custom made for a specific learning situation. More 'recognizable' the better the learning effect and transfer to real work situations.

- In most cases, participants are asked to and to study the case in order to:
- Identify the problems
- Analyze the problems
- Propose solutions
- Select solutions
- Implement it
- Individual reading and preparation can be done a
- Discussion and sharing about the case and agreeing on a 'course of action' are mostly done in small groups.

Role – play

Helps to make abstract problems more concrete, provides immediate feedback facilitates learning across many areas of curriculum content, promotes lifelong learning, facilitates expression of attitudes and feelings. The objective can also be to 'test / try out' in a safe environment something the participants will be doing in real life soon (to get feedback from that they react in certain situation, try it again and improve the way they do things). In that case it becomes in fact a simulation.

It is particularly sales, interview, exit interview, give difficult feedback, dealing with anger, it is a way to 'confront' people with 'situations' they did not yet encountered in real life but could occur which helps

Simulation:

It can be in the 'format' of a role it "mimics" as well as possible the real situation. It SIMULATES reality. This makes it useful in situations where people need to 'test out' how they will deal with situations in real life they did not encounter yet people need to realize what the different elements and difficulties will be once confronted to those situations.

Incident Method

The incident method, works with a 'real case' ideally experienced by the facilitator who is invited. The "history of events" moment in which a decision has to be made. You create two or three 'rounds'

1. Input : Information (often orally) is of a decision to be made
2. Reflection & Analysis :Then the group start to 'analyze' and by listing questions and identify additional information they need, as they would have done also in real life before taking a
3. Question & Answers : Then the facilitator answers these questions based on what was known can choose to do this process per subgroup (groups have their own answers), or do it in plenum and then all groups hear all questions and answers
4. Decision making in groups different options and FFA for instance if they have been introduced to such methods. At the end of this sequence the groups needs to agree on the next step :"
5. Comparison with real live : Then the 'witness' juxtaposes what happened in 'real live' to the different group solutions, explaining the reasoning behind it and comparing the arguments with those used by real live.

Experiential game

It functions as a "work related real life ".Games can be 'intellect statement game, etc or very active games and activities where 'problems' really need to be addressed and where people do something (ex : Spider Game, broken squares, rope games, challenges), others are instructional game formats but based on reflection, discussion, etc... and less on 'having a real experience'".

Debriefing Activities - Six phases:

Ventilate feelings

This phase gives the participants an opportunity to get strong feelings and emotion off their chest. It makes it easier for them to be more objective during the later phases.

How do you feel about the outcome?

How did you feel during the exercise?

Did you feel 'engaged', enthused, involved during the exercise? Why or why not?

Assemble facts and observations

In this phase, collect data about what happened during the activity. Encourage the participants to compare and contrast their recollections and to draw general conclusions during the next phase. (if you have recordings, you can use the video materials 'feedback' and confront them with what 'really happened')

Learnings

In this phase, encourage the participants to generate and test different hypotheses. Ask the participants to come up with principles based on the activity and discuss them. Begin this phase by presenting a principle and asking the participants for data that support or reject it. Then invite the participants to offer other principles based on their experiences.

How does that relate to the real work situation?

In this phase, discuss the relevance of the activity to the participants' real-world experiences. Begin with a broad question about the relationship between the experiential learning activity and events in the workplace. Suggest that the activity is a metaphor and ask participants to offer real-world analogies.

What could you do differently ?

In this phase, encourage the participants to apply their insights to new contexts. Use alternative scenarios to speculate on how people's behaviors would change. Begin this phase with a change scenario and ask the participants to speculate on how it would have affected the process and the outcomes of the activity. Then invite the participants to offer their own scenarios and discuss them

Whats next

In this phase, ask the participants to undertake action planning. Ask them to apply their insights from the experiential activity to the real world. Begin this phase by asking the participants to suggest strategies for use in future rounds of the activity. Then ask the participants how they will change their real-world behavior as a result of the insights gained from the activity.

Conclusion

The effectiveness of activity oriented learning and teaching for all the levels of learners in English needs a different pedagogy.learners easily participate and accomplish in their goal of attaining fluency to an optimum level. This methodology provides opportunities. For peer learning and teaching where slow learners become smart learners. Learners also show much intrest in the activities and their participation undoubtedly makes them attain competency over the target language in a certain period of time.

Engage the students to play variety of games in order to make them understand the importance of activity and according to Dr. Ananda laxmi, slots to be made for each different area staff to be trained effectively by providing teaching materials. They are able to build their strengths by continuous practice. There must be frequent visits to learn more about this educational initiative could well be a forerunner for a positive change in the educational standards across the country. Learn to speak by speaking is the ultimate goal of teaching- learning strategies of activities in English classroom

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Who can be an ESP Practitioner?

Dr. J. John Sekar

Introduction

Teaching ESP indicates high level professionalism since it involves the future professional needs of the present learners of English. In other words, it implies professionalization of the basics of English language teacher education and their continuous development. Given the present educational context that is a continuation of Macaulay's literature-based or –biased English education, it seems to be a near impossible proposition that ESP works successfully to the satisfaction of 'consumers.' In reality, there is a huge mismatch between demands and supply, needs and delivery. This is caused by inappropriate teacher education and lack of orientation. The urgencies and sensitivities to empathize with the learners' needs and willingness to adapt to these requirements characterize English language practitioners of ESP.

Review of the literature

Hutchinson & Waters (1987) define ESP as an approach and not as a product. Strevens (1988) distinguishes between absolute characteristics (related to needs and content, and centered on the analysis of the discourse) and two variable characteristics (related to skills, but not taught according to any pre-planned methodology. Robinson's (1991) definition involves two different criteria: it is goal-directed and should be achieved within a limited time in an adult homogeneous class. Anthony (1997) criticizes Hutchinson & Waters' definition for the simple reason that they don't spell out where an ESP ends and GE course begins. Dudley-Evans & St John (1998) modify Strevens' two variable characteristics as follows: related/designed to specific disciplines, a different methodology be used, designed for adult learners at secondary/tertiary levels and for intermediate/advanced learners, & it assumes the basics of language system. Carver (1983) discusses three characteristics that are common to ESP courses: the use of authentic materials, purpose-related orientation of simulating communicative tasks required in the targeted situation, and turning learners into users with learner autonomy.

Research Design & Results

The purpose of the paper is to analyze the mindset of English language teachers who teach in technical institutions toward what they teach, how they teach what they teach, and what they would wish to teach.

The following research questions were accordingly framed:

1. What is the educational background of English teachers in technical institutions?
2. What is their field or intended field of research language or literature?
3. What is their attitude toward ESP?

The following hypotheses were set for interrogation:

1. Many teachers find EGP & ESP operating on the same language system except lexical items.
2. The purpose of English courses in technical education should be humanistic rather than communicative.

A questionnaire was prepared after a wide ranging discussion with the select teachers of English in technical institutions and the relevant literature that could be

accessed by the present researcher. It was administered among 25 teachers (N=25) selected at random working in technical institutions via an email attachment.

All the subjects think that they do not have the wherewithal to teach ESP courses. They are unable to decide if ESP is an approach or a method. While 40% of them think that ESP is different from EGP in terms of both lexis and content while 60% are divided over these two aspects. 80% of them declare that their area of research is English literature. While 96% of them have not administered Needs Analysis among their learners, 88% of them do not require any alternatives to the traditional testing methods. None of them has the experience of having designed/modified the English language curriculum and of team-teaching that are absolutely essential for ESP teaching. 64% of the subjects accept that they have not written any paper on ESP issues and interestingly, the same number feel that students do not benefit the ESP courses. 60% of the teachers think that a Master's degree is sufficient to becoming and being English language teachers lifetime. Thus, both the hypotheses stand validated.

Discussion

ESP is generally viewed as a separate distinct activity within ELT or its evolution as an approach has drawn on research in at least three converging factors: the ever expanding demand for English for different professions, recent developments in linguistics that saw a radical shift from language structures to language use, and emphasis of educational psychology on learners' needs and interests. ESP is defined as an approach and not as a product. In other words, it does not involve a register, or teaching material, or a methodology. The purpose of learning English becomes a core issue. Learners' experiences in ESP classes should be transferable to their areas of specialization—lab to land.

English for Specific Purposes is different from English for General Purposes (EGP) in the sense that the purpose of learning English is more specific in the former. ESP can be conveniently divided into two streams: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). While the EAP means the academic use of English for S&T, medical & para-medical sciences, legal studies, economics, business, & management, aviation and shipping, tourism & hotel management, the EOP indicates a wide range of professional uses of English in the fields of medicine, research, law & judiciary, business, trade & commerce and other vocational purposes. The major difference between the two is that while the EAP is more of in-study use in a specific discipline, the EOP is more of in-service use in different professions. Of course, this kind of classification is bound to create some confusion for English language practitioners since there are lots of overlapping between the two. Therefore, ELT should be viewed as a continuum that runs from GE courses to ESP courses.

ESP is a learner-centered approach to teaching English as an additional language with focus on developing communicative competence in a specific area of study like engineering or hospital/hotel/industry management or business or IT or astrology. An ESP course should be designed to meet the specific needs of the learners and related in content to particular disciplines or occupations. ESP learners are adult and they learn English for specific purposes after they have learnt the basics of English. The focus on the learners' needs is of paramount importance. In EGP, all the four skills are stressed while ESP, through a needs analysis, emphasizes a particular skill that might be required in the real life or for the main field of study. They learn vocabulary and structures in professionally/academically meaningful contexts and it reinforces what is learnt and increases their motivation as well.

Students are shown how subject knowledge that they have already acquired can be expressed in English. By making use of students' knowledge of the subject, teachers can help students improve their language skills that are needed for further acquisition of subject knowledge. The content is the context for students of ESP courses. The rubric 'ESP' indicates the fact that the course is specific purpose-based. Therefore, it cannot be general in nature. They approach English through a field that is known and relevant to them. Hence, ESP is an approach that enhances students' knowledge of the subject and enables them to use the English that is known to them and to learn more English.

Who is an ESP teacher? Or what is their role in ELT? They do much more than just teach. Dudley-Evans & St John (1998) therefore call them 'practitioners.' Bojopvic (2006) identifies five roles of ESP practitioners. One, ESP practitioners are partners in ESP classes. They cannot be teachers in the conventional sense of knowing the content since students are expected to know the content much more than the teacher. The teacher should draw on the students' knowledge of the content to generate communication in the class by acting as a partner facilitating communication. Two, ESP practitioners are seen as material providers and course designers. They need to create or modify the materials suitable to their students for two significant reasons: i) they may not have a say over the choice of learning materials; & ii) no single book would cover the needs of a group of students in a particular discipline. Nunan (1987: 75) characterizes the language teacher as a curriculum developer:

It seems fairly obvious that if teachers are to be the ones responsible for developing the curriculum, they need the time, the skills and the support to do so. Support may include curriculum models and guidelines and may include support from individuals acting in a curriculum advisory position. The provision of such support cannot be removed and must not be seen in isolation, from the curriculum.

Designing the curriculum to better meet the specific needs of the individual learners who share a common field of study is the mantra of ESP courses. Three, ESP practitioners are researchers. Research potentials and opportunities are plenty since various issues and presumptions confronting ESP and feasibility and applicability in the Indian context still remain either unidentified or unresolved. It requires the genre analysis. Four, they are collaborators in the sense that the subject experts and language teachers must cooperate to learn and to team-teach in ESP classes. As such, it looks like a Herculean task since Indian educational culture has never tried even the collaboration and team teaching within a discipline or department. Subject teachers who provide the context (content) and English language teachers provide the medium (any of the four skills) on the same canvass (classroom) for students to enrich both content and medium. Five and finally, they are evaluators. It does not simply mean testing students on exams alone, but evaluation of course design, teaching materials, teaching methods, learning styles, learning outcomes, relevance and efficiency of courses. Evaluation has impact on the curriculum in turn.

Suggestions

1. Ineffective individuals should be discouraged from entering the profession since not everyone would become adequate language teachers. Becoming a language teacher means a lifelong commitment to and professional growth toward nurturing continuous responsibility;
2. Continuous Personal Professional Development must therefore be aimed at. This calls for willingness to accept that degrees acquired once upon a time don't help them for continuous professional development life-long;

3. Research culture should become a second nature to ESP practitioners. Action research on the various issues confronting ESP classes should be undertaken. It means presentation of papers and publication of the same so that knowledge created will not only reach the fellow-teachers world-wide but also gets debated, disputed or validated;
4. ESP practitioners need in-service special training and workshops on team-teaching, materials preparation, classroom management skills, and assessment techniques. They also learn to connect ESP teaching with theoretical studies in educational linguistics, psychology, sociolinguistics, psycholinguistics, social theory, and education; and
5. There ought to be a paradigm shift in the curriculum of Bachelor's and Master's degree in English from literary appreciation for aesthetic purposes to language use for technological and economic development.

Conclusions

The study reveals that there is an urgent need for teacher development for the successful implementation of ESP courses in the Indian context. Teachers' mindset ought to change providing courses that are students' necessity rather than what teachers' contingency or convenience. No change in ELT can be brought about sans the active cooperation and willing participation of teachers. English for technical students must be viewed as the default language of science and it is the only key to the world of job opportunities, knowledge creation, and knowledge transfer & consumption.

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Appendix: Questioner on ESP: Teacher Development

| S.No | Questions | Responses | | |
|------|--|---------------------|-----------------------|---------------|
| 1 | Do you hold any diploma in teaching English? | Yes 1 | No (24) 96% | |
| 2 | What is your area of research? | Lang (5) 25% | Lit (20) 80% | |
| 3 | Did you ever study in your Master's how and what to teach in GE or ESP courses? | Yes (4) | No (21) 84% | |
| 4 | Do you think you have the necessary expertise to handle ESP classes? | Have | No (25) 100 | |
| 5 | Is ESP an approach or a method? | Approach | Method | DK 100 |
| 6 | Have you ever used alternative testing methods for English language testing? | Yes 3 | No (22) 88% | |
| 7 | Have you ever administered a Needs Analysis with your students? | Yes 1 | No (24) 96% | |
| 8 | Should the purpose of English courses be humanistic or communicative? | Humanistic (16) 64% | Communicative (5) 20% | Both (4) 16% |
| 9 | Have you ever designed the ELT materials? | Yes | No (25) 100% | |
| 10 | Have you ever written papers on ESP? | Yes (9) 36% | No (16) 64% | |
| 11 | Is ESP courses distinguished from GE in lexis or content? | Lexis (7) 28% | Content (8) 32% | Both (10) 40% |
| 12 | Have you ever team-taught? | Yes | No (25) 100% | |
| 13 | Do you think ESP begins where GE ends? | Yes (18) 72% | No (7) 28% | |
| 14 | Does ESP course help students? | Yes (6) 24% | No (16) 64% | DK (3) 12% |
| 15 | Do you think a Master's in English will help you to becoming & being an English language teacher lifetime? | Yes (15) 60% | No (10) 40% | |

Teaching/ Learning Skills in English At Graduate Level

Lakshmi Kakumanu

One of the coincidental and collateral effects of globalization is the sudden rise in the importance of English language as a global language across nations and cultures and its relevance in accessing the advanced levels of knowledge in science and technology. In addition, employment at the higher levels, more so in administrative matters, demands good communication skills in English without which mere knowledge in the subject learnt, is not of optimum use. Due to these reasons of education and employment, the policy makers in the government focused on introducing and emphasizing teaching/learning skills in English (language) at the level of Degree studies, both to supplement the studies in areas of arts, science, engineering and other professional courses stage and also to increase the scope of accessing higher levels of knowledge.

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In the present scenario, education is no longer a matter of personality development and general understanding, but a professional method of teaching and training the students to meet the competition of the times. The educational policy of the state government should be tuned towards generating professionally relevant and refined way of turning out students of quality who can make their mark in the present day competitive world. These can be possible only by the committed teachers and trained by the experts on regular basis on changing demands of the market.

The educational policy and objectives of Degree courses should be properly correlated with ground socio-economic realities and appropriate methods of improving the teaching/learning environment should be devised if education at Degree level, either for the pursuit of higher studies or employment, should have any relevance and purpose at all. It also requires commitment on the part of teachers to teach and train the students in the proper assimilation of language skills, so as to equip them to the use of language in social contexts.

On the teacher's side, the opinion is that students do not feel sufficiently motivated to learn the language and are unwilling to put in the necessary amount of hard work to imbibe the necessary language skills. Of all the teachers to whom their respective questionnaire is administered, 90% feel that the syllabus is properly designed with clear objectives by experts in the field of English Language Teaching and the only reason for the inadequate (poor) results is the study habits and the improvised socio-economic background of the learners (students) which cannot be either helped nor changed in the short period available to them. Even though they admit that a lot needs to be done to improve the teaching/learning environment, it is beyond their scope and only the administration with backing and support of the government can improve the conditions of learning. On their part, they feel that they doing their best to sustain the position and level of learning though it needs to be coordinated with co-operation from the students and administration to achieve the desired results.

Language should not be treated as simple course to be taught but an active communicative tool having functional value to be used in real life situations. The latest methods of utilizing educational technology and gadgets to enhance learning should be introduced along with innovative class-room teaching to relieve the monotony and sustain the interests of the learners.

Unfortunately, most of the colleges do not possess the required tools of learning language like any kind of audio visuals aids to help the learner learn the language totally alien to their culture. Enquiry with the administration revealed that there is a paucity of

funds to purchase and install the required audio visual aids which would supplement and complement the language learning process. The state government is serious about imparting language skills to students, to equip them either for higher studies or employment, for that it should allot required funds to purchase the latest devices in enhancing the learning process so that it reaches a satisfactory level.

There is an immediate need to innovate and re-model class-room teaching from a traditional lecture method to an interactive one and learning centered method, which is more or less compels the students to imbibe and activate the patterns of language learnt in the class-room. The language courses should be revised, restructured and redesigned from time to time to incorporate changes coming into English language usage and the changing demands of the market.

Workshops, retraining programs dealing with improvement of language skills should be conducted frequently, to impart new strategies to teachers to improve their class room performance with the support of the administration. Appropriate methods for periodically and throughout the year for testing the language skills acquired and consolidated, should be formulated so that the teachers and administration will know the language status of the students and methods of enhancing and reinforcing the process, further it also helps the teacher to modify their teaching methodology as per the need.

The training should be planned to meet the required needs of the teachers for dealing confidently with the new trends of teaching. The training should be made mandatory to every teacher at all the levels of teaching. These training should be trainee centered than trainer centered.

Nonetheless, teaching in colleges today is challenging. The pressures are greater now than ever before. Teachers must equip their students for jobs. In these demanding times, teachers need to discuss their present problems and pool their wisdom. Unfortunately, such exchanges among teachers do not occur as frequently as they should. Common platform of teachers should be there to exchange their ideas, to know common approaches and to share their experiences. A majority of the teachers were willing to adopt new methods and approaches leaving behind the traditional approaches.

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Re-thinking the Teaching-Learning Process: A Reflection

Dr. Melissa Helen

Teacher is the one who carries on his education in public says Theodore Roetheke, an American poet (Scrivener, 10). And this paper is an attempt to share my experiences that led me to re-think the teaching-learning process of an ELT classroom in particular and also literature to an extent.

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Most of us with a fair amount of training enter the classroom with a few assumptions: foremost among them is the fact we are trained and equipped to teach successfully, the students are ready to learn, the syllabus and the texts are appropriate and suitable, the methodology is effective, the efficacy of technology, a process of testing and evaluation that will enable us to assess the students rightly, and above all the administration will provide a conducive atmosphere that facilitates an implementation of our ideals. For want of a more appropriate word, I would like to term all the aforementioned as 'fallacies' that affect us and so use the term 'affective fallacies' in a different sense (from the literary terms that pertain to teaching literature).

In his book titled *Learning Teaching: A Guide book for Teachers*, Jim Scrivener, refers to the modern classrooms where most of the time the teacher plays the role of a manager.

My paper examines the onus on the teacher to manage with a number of situations that are contrary to their assumptions. Scrivener observes that, "the act of teaching is essentially a constant processing of options. At every point in each lesson a teacher has a number of options available; he or she can decide to do something, or to do something else, or not to do anything at all."(10)

The first fallacy with which we enter a classroom is the learners' interest. The interest or their lack of it among the students gives rise to a number of seemingly insurmountable problems. Often we assume that our target learners are really interested in learning the language and taking part in the activities of the classroom. While students from professional courses such as the engineering graduates exhibit a fairly good amount of interest in our classrooms, other students evince no interest in the language classroom. Though the importance of acquiring proficiency is understood by the students, many factors affect their learning process and dampen their motivation.

One of the reasons is the classroom itself and the aborted efforts of the teachers. In India, where undergraduate courses are offered in the government colleges a teacher has to deal with large classes. The teacher also has to deal with issues that range widely- from prolonged absence to disinterest and even utter disregard from students for various reasons. Further, though the textbooks are well-conceived, yet, for a variety of reasons they do not appeal to the students. This compounds the situation in the classroom.

It is highly frustrating to wait for students to turn up for the class continues to give rise to an irascible temper when they begin to troop in 'in batches'. Some colleges in the public sector have self-financed courses to raise their fiscal needs. A number of students from foreign countries join the courses. The multicultural nature of the classroom widens the gap between the vernacular medium students and the foreign students. It creates a wide gulf in the heterogeneity of the classroom that can never be bridged. Classrooms where we find students from the Middle East and the African countries with both a very high proficiency and a low proficiency studying along with our vernacular medium students, and, a few from the elite background who are generally missing in the class, have the potential to engulf the students and teachers.

Unfortunately, the teacher has to manage by completing the syllabus or revising the already completed lessons for the batches that would turn up in batches for the mid-exams. The texts in the book that are followed by a good number of activities are likely to fall flat. The teacher takes on the traditional role and gives them the answers for the grammar and vocabulary related activities. Often the soft-skill related activities are unattempted as the accentual pattern of the foreign students is generally incomprehensible and the students from the underprivileged sections of India find it a challenge to take part in them. The only solution lies in continuing with the classes and completing the syllabus when there are a good number of students or even when there is only one student.

Another assumption or fallacy I would like to focus is the efficacy of the CLT. In the context of the prevalent situation that is described, CLT approach fails us when there is full strength of the students or when there are just two or more with a minimum level of language proficiency. The notion of CLT is needs to be re-examined in such contexts. Most of the time the teacher is forced to resort to 'traditional teaching'- 'chalk and talk' method. In the context of strict regulations on detention policy, the students are often absent to the language classes and the teacher needs to make sure the syllabus is completed and the students are equipped in some way to face the test/exam.

The third assumption that one needs to examine critically is the assumption that teaching is equal to learning. Scrivener says, this formula of T is not equal to L should be remembered at least once every day. If language is a skill then we all know that nobody can transmit understanding or skills into our head (Scrivener) and it makes it essential for the students to be actively engaged in learning the language which does not seem to be possible in a traditional classroom. Therefore one has to manage the classroom by encouraging and allowing at least a few students to participate, involve, talk, and interact in the classroom.

Can there be a remedy to such situations by an appropriate textbook? Does the problem lie with texts chosen? These questions bring us to the notion of a perfect syllabus or text. We generally assume that a text for ELT comprises of carefully selected materials that are suitable for the learners- suitable from their cultural aspect. However, one can only say that it is impossible to have a text that can be all inclusive in the context of the multi-lingual and multi-religious country like India and the multicultural environment in some colleges makes it even more impossible.

Without touching the efficacy of technology, teacher training and other related concerns, I would like to discuss the aspect of testing and assessment. Against the backdrop of a situation where we have to deal with the malady of absenteeism, I would like to mention about an instance where some of us have done something that we have never contemplated in our career for even two decades. For a particular mid-examination a majority of students who turned up to write never attended a single class. Before we commenced the test, we asked them if they were at least aware of even the topics that were covered and being asked in the test and to our dismay they were in absolute blissful ignorance.

They had confessed their ignorance but we had to continue with the test. But we maintained a strict vigilance and at the end of the test told them that there was a way for them to earn their marks. We had written our mail ids and asked them to contact us, take the notes, read and come prepared to re-do the exam! In our own small way we were trying to push for a change that can begin with individuals. This leaves us with questions about our choice. Did we have any options?

This instance reminds me of the three broad categories of teaching styles. Citing Adrian Underhill, Scrivener refers to these categories as- the explainer, the involver and

the enabler. These are not any water tight compartments themselves. Since we failed in some aspects, we thought it best to at least enable them to learn and re-do rather than be a part of unscrupulous schemes.

As we continue to grapple with new issues amidst the changing dynamics of teaching learning process, it is imperative that the teacher be ready to rise up to challenges of teaching. Allwright Dick and Kathleen Bailey in their book *Focus on the Language Classroom* talk about the relationship between plans and outcomes. An alert and motivated teacher will seize every opportunity to implement 'the planned aspects of teaching' and also accommodate the unplanned to ensure that there are 'co-produced outcomes'.

For example a class that I deal with comprises of only students from the vernacular medium. They can hardly frame a sentence of their own and read from the text. On one occasion, I had planned to complete the reading of an extract from a play by an Indian writer (from the prescribed text). After the summary was given as I set out to read, I wondered if they would be willing to read. It was surprising to know that they were very happy to read and improve their language.

I ensured that all who were present in the class got a chance to read and I reinforced by making them repeat a few problematic vowel sounds such as bank, earth and call.

The students appeared keen on improving their pronunciation. Such instances may be questioned as "a derailment of the lesson or a contribution to learning" is often dependant on how "the teacher reacts to the unexpected and the extent to which the co-production is encouraged or stifled" (Allwright, 25).

In conclusion we can only say that every class is unique and every learner has an individual range of levels and each teacher may find a vast variance in terms of the complexities involved. Language teaching happens in a wide variety of locations, contexts and learners and so the teachers have to generate ways of finding out what works and what does not work.

Often it becomes imperative for the teachers to manage with the multiple problems for which no solution can be found. Therefore, I would like to conclude with what Ian Tudor in his book the *Dynamics of Language Classroom* opines: "The day-to-day reality of language teaching is something far more diverse and is lived out amid a mass of details which are often untidy and difficult to put together into a coherent whole. This reflects the multifaceted interaction of students and teachers with one another, with methodology and materials, and with the broader context in which teaching is conducted"(30). Hence the only is managing to find one's own way of dealing effectively in this flux of interactive dynamics, and, thus find personal meaningfulness within the limitations.

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Challenges in Teaching English for Rural Students

D. Sarulatha

Introduction:

English language is vast versatile language. It is an open window to the world. It he tours an opportunity to unite with the universe. It plays a fundamental role in binding each other under the sky of the globalization. David crystal, world authority on English language, in “English as a global language, presents a lively and factual account of the rise of English as global language and explores the current status and future potential of English as the international language of communication. Many questions arise in one’s mind how to teach English for rural students. On the other hand, the changing times have enormous growth in English language. English plays a vital role in all facts and in all walks of life. Majority of speakers who are fluent have all sorts of facilities due to their environment. But the rural students come from a crisis and they lag behind in English due to many reasons. In the current scenario this paper shows how the teachers plan to give an innovative teaching to acquire better learning skills.

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The reasons for lagging in English with rural students are poverty, primary education & government policies, lecture timing, multiple task, family background, load shedding, lack of knowledge, malpractices in schools, exam oriented learning, use of mother tongue difficulties in communicative skills, class boredom, lack of infrastructure. These facts highly affect the rural students to learn English effectively. The above said can be explained briefly. Poverty highly affects the children, who come from low-income families. The students are put to earning instead of learning. Their concentration totally goes to earning and it submerges their learning interest though they have interest in learning. Years back, the government took a decision not to fail student up to 8th standard. This policy badly affects the standardization of education and the teaching learning process became easy going and lethargic. All students are promoted to upper classes without subject knowledge. Hence the students find difficult to cope up with the syllabus of English at degree level.

The timings in teaching English are in early hours. The students in rural areas have to travel a long distance average of 2 to 10 km. It becomes a difficulty to reach in time and they find a break of the studied part in the lesson. The rural students belong to the poor families of farmers, labors, household worker diverting from education and are without any knowledge in English. So the students do not find an opportunity to learn English. Load shedding is another problem for students they cannot concentrate on lecture if aids are default or power problem. They can’t study at home due to unbearable hours of load shedding. Rural students lack good vocabulary, as they are not familiar with vast area of subject knowledge. They have only limited and lack of vocabulary building finds them difficult to write a meaning of a word. Moreover when they are ask to write some words they like to go by the simplest way. It cannot be denied that number of schools and colleges adopt the method of mass copy in the examination. Naturally, it create negative attitude towards the memorization of the topic which continues in college level also. Now-a-days the students are taught only from exam point of view and they highly motivate on book reading. Students imitate the same word and sentence in their paper which can be verified in book. They feed on book-centered learning. Gradually student’s consideration is to get marks only to clear the examination and most of students have only this attitude which reduces the interest in learning English. In the case of rural students the situation gets even worse they memorize only important topics to place them in the safer side. In most of the college environment the teachers adopt the bi-lingual method for the betterment of rural students. This is the wrong attitude and it is the greatest challenge for both the student and the teacher. We obviously dig a pit for the rural students, there the learning

process and lack of interest stops. According to Elizabeth Grace Winkler “Native speakers of any language are capable of making grammatical judgments about this language even if they have never had language class’ (Grace Winkler 2008 -106). Learning second language means acquiring a system of rules, but just as a very little is known about these rules. Students find it very difficult to learn a competence in those rules and they do not know proper pronunciation, spellings. The teachers should gradually motivate and make them realize the importance of learning English as a language.

The rural students find difficulties in learning and understanding the four skills such as listening skill, speaking skills, reading skill and writing skill. Students feel difficulty in reading of words which are not familiar and they could not grasp the meaning, hence their reading speed becomes slow the rural students find very hard to interact with their peer groups as they don't have practice in the school level and they avoid due to inferior complexes. Students are at the best in listening only they are not in touch with the watching TV programmes in English and they are unable to explain themselves what they have heard in English. While writing most of the students make spelling mistakes and are unable to write properly and understand the meaning of the words what they have written bad to the wrong punctuation. In class environment many distractions spoil and purposeful teaching of English. Lengthy uninterested literature make students often feel inconvenient and their attention is distracted from learning. Video and audio is a very useful aid for the language teacher. Unfortunately, the use of video is not made in our language classrooms. Thus, the class appears boring for student.

To conclude there are possible remedies and suggestions to solve the problems for rural students. There should be a systematic approach which should be seriously considered. The teachers should be trained on modern lines not knowledge but skill, teachers should help the students to enjoy their language by introducing language games and language based activities. Their newly learnt words will be a part of their own vocabulary and they will be in a position to use whole words very purposefully. The use of computers learning leads a good attitude for the students to develop their skills. An audio-visual aid helps the students to speak fluently by presentations, GD's interview skills and vocabulary building. This is real encouraging of the rural students to acquire confidence in their career.

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A Pedagogic Framework to Teach Grammar in the Communicative Approach

Sushma Parvathini

Introduction

The Central Board of Secondary Education (CBSE) has introduced communicative approach in 1995 in all the central schools across India. In this paper, literature on communicative approach has been presented with the focus on teacher perceptions, the teaching of grammar as well as the relevance of the communicative approach in India. It is in this context that the present paper focuses on teacher perceptions and classroom practice of teaching grammar through the communicative approach. Based on the findings, the paper concludes by presenting a pedagogic framework to teach grammar in the communicative approach has been developed based on the finding from the study.

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Literature Review

Teaching grammar is the most discussed issue in language teaching. Traditional teachers often focused on grammatical rules rather than meaning when teaching grammatical structure as they believed that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language. According to Widdowson (1978), students can learn and remember grammar rules very well, but may not be able to communicate in the target language.

In a communicative classroom, however, the teacher pays more attention to enabling students to work with the target language during the lesson. According to Hymes (1972), the goal of language teaching is to develop “communicative competence”, which involves knowledge of language and being able to use the language appropriately in a given social context. According to William Littlewood (1981), communicative ability is the goal of language teaching and systematic attention has to be paid to the function as well as the structural aspects of language. Larsen-Freeman maintains that "Almost everything that is done is done with a communicative intent" in the communicative approach (1986:129) and to communicate the learner needs the knowledge of linguistic form, meaning and function.

Further, grammar was always a part of the communicative approach. *A communicative approach properly conceived does not involve the rejection of grammar. On the contrary, it involves recognition of its central mediating role in use and learning of the language, (Widdowson 1990:98).* Littlewood (1981:1) too expresses a similar view; he says *one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.*

According to Savington (1992) communication cannot take place in the absence of structure, or grammar. Canale and Swain (1980) in their carefully researched and widely cited paper placed grammatical competence within a more broadly defined communicative competence.

However, recent research studies have demonstrated that grammar instruction enables learners to attain high levels of proficiency. It was claimed that the teacher should provide learners with authentic discourse samples to illustrate all the contextually dependent grammatical rules (Ellis & Celce- Murcia, 2002).

Fotos (2002) argued that structure-based tasks designed to promote awareness of target grammar forms are useful pedagogically for providing communicative grammar instruction. She also claimed that recent empirical evidence has shown that explicit instruction helps students to attain high levels of accuracy in the target language because explicit instruction not only activates their previous knowledge of the target structures and but also draws their attention to the forms.

In this context, Fotos (2002) suggested that a pedagogic grammar lesson should follow three parts: explicit grammar instruction, communicative activities, and summary activities. At the beginning of the lesson, the teacher gives students explicit grammar rules and explanation. Then, the teacher provides communicative activities that contain uses of the instructed form. Last, in the summary activities section, students will pay more attention on the grammar form they have just studied and then perform communicatively.

Fotos (2002:138) stated that: *Tasks can supply the learner with target language input that is rich in communicative usages of problematic target structures, and task performance provides opportunities for the type of learner interaction suggested to promote language acquisition.*

Ellis (2002) suggested that when grammar instruction is extensive and is sustained over a long period of time, such instruction contributes to the development of implicit knowledge and it promotes accuracy in the use of difficult forms in the target language. He strongly supported the need for providing communicative opportunities that contain instructed grammar forms and a combination of form-focused instruction and meaningful communication. In response to these learner needs communicative approach has gained importance in the Indian context.

Communicative Language Teaching in India

When communicative language teaching was introduced in India in the 1970s, India was not ready for it for the first few years because of the lack of the right context (Gupta, 2005).

Until very recently, in India, the traditional Grammar-Translation was used to teach English, i.e., designing syllabi and course materials, or conducting classes. Traditionally, English was taught in the schools as a subject where emphasis was on the knowledge about English rather than on its various functional or communicative aspects. This did not help the learners to use English as a means of communication.

With globalisation, the situation has changed. Good communication skills in English became an important vehicle for success. The change in the context has brought about a change in the classroom expectations and performance. The instructional system now has to enable the learner to be creative and autonomous in the use of the English language. This necessitated the change of curriculum packages in the Indian instructional organisations.

Since then, the theoretical and practical aspects of this approach have been discussed at length in India. For example, the Bangalore Project which was a five year project. The project consisted of teaching English to a small number of classes in primary and secondary schools in South India. Many refer to Prabhu's work at Bangalore as *Bangalore Project* but the team refers to it as *Communicational Teaching Project*. The basic assumption underlying the study is that language form is best learnt when students are concentrating on meaning rather than form. The focus on content rather than form, this engagement with content rather than form replicates L1 learning situation. No child learns its mother tongue either through grammar or through substitution tables.*this was that the development of competence in second language requires not systematization of language inputs or maximization of planned practice, but rather the creation of*

conditions in which learners engage in an effort to cope with communication. (N. S. Prabhu 1987: vii) Prabhu explains that the goal of this project was not communicative competence but grammatical competence. It was hypothesized that grammatical competence would develop in course of meaning focused activities.

The study

This study was an attempt to understand the nature of teaching grammar through the communicative approach and to gain a clear picture of the teacher perceptions on teaching grammar in the communicative approach.

Phan Hoa Hiep (2002:200) in his study conducted at Vietnam focuses on teacher beliefs and classroom implementation of their beliefs which showed that many teachers believe in communicative approach and embrace it because its primary goal ‘... is to teach students to be able to use the language-’ ‘However, when it comes to the level of practice, teachers often encounter many difficulties.’ Nazari (2007: 218) in his study expresses a similar view. He observes a gap between teacher beliefs and actual classroom practice. EFL teachers have a ‘...a combination of broader and narrow views....’(Communicative approach) But ‘...in practice their in-class activities tend towards the narrower concepts.’ He adds that most of the ‘EFL teachers have an indistinct view about the concept of communicative competence...’ Thomson (1999:90) in his study, observed misconceptions by teachers about Communicative Language Teaching ‘Although communicative language teaching is accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of misconceptions about what it involves. However, these studies were conducted outside India. Thus, the aim was to examine this situation in the Indian context.

Therefore, the research question for this study was: *What is the nature of teaching grammar in the Indian communicative classrooms teaching English as second language? and What are the teacher perceptions related to grammar teaching through the communicative approach?*

The main study comprised the following stages:

- Questionnaires was administered to understand teacher perceptions and to develop their profile.
- Classroom observation was carried on to closely understand the classroom practice of the teachers.
- Informal talk supplemented the questionnaires and the classroom observations.

The data was then analyzed to draw conclusions.

Findings from the study

The study at the Kendriya Vidyalayas seems to indicate that most of the teachers are in favour of teaching grammar through communicative approach. They also seem to be aware of the principles of communicative approach and various techniques and strategies used to teach grammar in a communicative way. All the teachers received training in the communicative approach and teaching grammar through the communicative approach. They attended various work shops where they were exposed to the use of group work, pair work and games in teaching grammar .All the teachers affirmed that they teach grammar through communicative approach.

However, from the classroom observation it was apparent that the teachers relied heavily on explicit grammar teaching though aspects of the communicative approach was evident in some of their lessons. Lessons were teacher fronted. There was a noticeable use of grammar terminology by all the teachers. Most of the lessons included elaborate explanation of the rules of grammar. Though grammar exercises were contextualised, the focus was always on a particular form or structure of the language and not the function. One of the exercises was an extract from the text. The learners were asked to read the extract and underline the linguistic form they were taught. However, this was a very small extract of 50 words. The learners worked individually in most of the classes.

Communicative approach is not prescriptive. Teachers need to generate techniques in the classroom which are appropriate to their teaching context. According to Harmer (2003) the problem is not with the theories, on which communicative approach is based, rather with how it is adapted to fit the needs of the learner. The focus of this study is on teaching grammar through the communicative approach. There are various views on this subject. It has long been established that grammar is part of the communicative approach. It was earlier believed that grammar should not be taught explicitly as it would be acquired naturally when the learner tries to communicate. However, recent research has demonstrated that grammar instruction enables learners to attain high levels of proficiency. Awareness of the rules of grammar give the learner confidence to use the language outside the classroom. Grammar instruction is highly useful especially when the linguistic form involved is complex or abstract.

The CBSE final examination question paper has a separate section to test the knowledge of grammar. It includes cloze items and gap filling items which are contextualized. If the learners practice the exercises from the text book, they manage to score good marks in the examination. Therefore, the teachers are not motivated to put in more effort to make the grammar lessons more communicative.

The teachers were aware of the techniques that could be used to create communicative opportunities in the grammar lessons and the majority of them believe that communicative approach is effective but some of them believe that communicative approach results in inaccurate users. The information from the data suggest that the teachers have an insufficient understanding of the communicative approach. Teacher conceptualization of the communicative approach is narrow and limited. To most of the teachers Communicative approach is limited to contextualization of grammar exercises. Some classes used grammar games but they lacked creative, spontaneous and appropriate use of language by the learner. The focus was on a particular grammatical form. These activities were traditional drills of grammar structures wrapped in a neat package of the communicative approach. None of the teachers provided opportunities for the learners to explore their personal experience and knowledge in enhancing their learning, nor did they link their classroom experiences to the real life situations.

Therefore, inadequate understanding of ways and means to realise the communicative approach in the classroom, misconceptions regarding the communicative approach especially when it was limited to form focus in grammar teaching., the nature of the question paper, large classrooms, and the pressure to finish the syllabus appear to be some of the main reasons why the teachers are not able to teach grammar effectively through the communicative approach.

The issues developed in the above discussion can be used to develop a pedagogic framework for teaching grammar through the communicative approach would be developed.

Pedagogic Framework to Teach Grammar Using the Communicative Approach

The framework is based on the data gathered from the study. The main framework is presented in the form of a flowchart and the recommended techniques are listed alongside the main framework.

The frame work was developed keeping in mind the learner needs, teacher perceptions, the and the classroom conditions. The learner needs the ability to use the language on his own for every day purposes. The teachers favour teaching of grammar using the communicative approach. However, they feel that grammar instruction is essential. They also believe that the learners need practise using grammar exercises.

As already reported in the findings teachers are not able to do full justice to the communicative approach with special regarding the teaching of grammar because

1. teachers seem to have inadequate understanding of the communicative approach,
2. they do not seem to have complete perspective of grammar teaching in the communicative approach, and
3. the classroom conditions in the exam oriented syllabus have not helped the them to reconsider or attempt to improve their teaching of grammar using communicative approach.

Therefore, a pedagogic framework to teach grammar using the communicative approach is: (Figure 1 at the end of the article)

Conclusion

The findings from the main study indicate that in the Indian classrooms that adopted the CBSE syllabus, teachers have favourable attitude towards teaching of grammar using communicative approach. However, in actual practice they rely heavily on the traditional approach to teach grammar. In fact, the lessons are more traditional than communicative. Some of the reasons for this disparity between teacher beliefs and classroom practice may be the inadequate understanding of the teacher in teaching grammar through the communicative approach, some misconceptions regarding the communicative approach, classroom size, nature of the question paper, and the pressure on the teacher to finish the syllabus. Therefore, a framework was developed in form a flow chart to help teachers in better understanding of teaching grammar in communicative approach.

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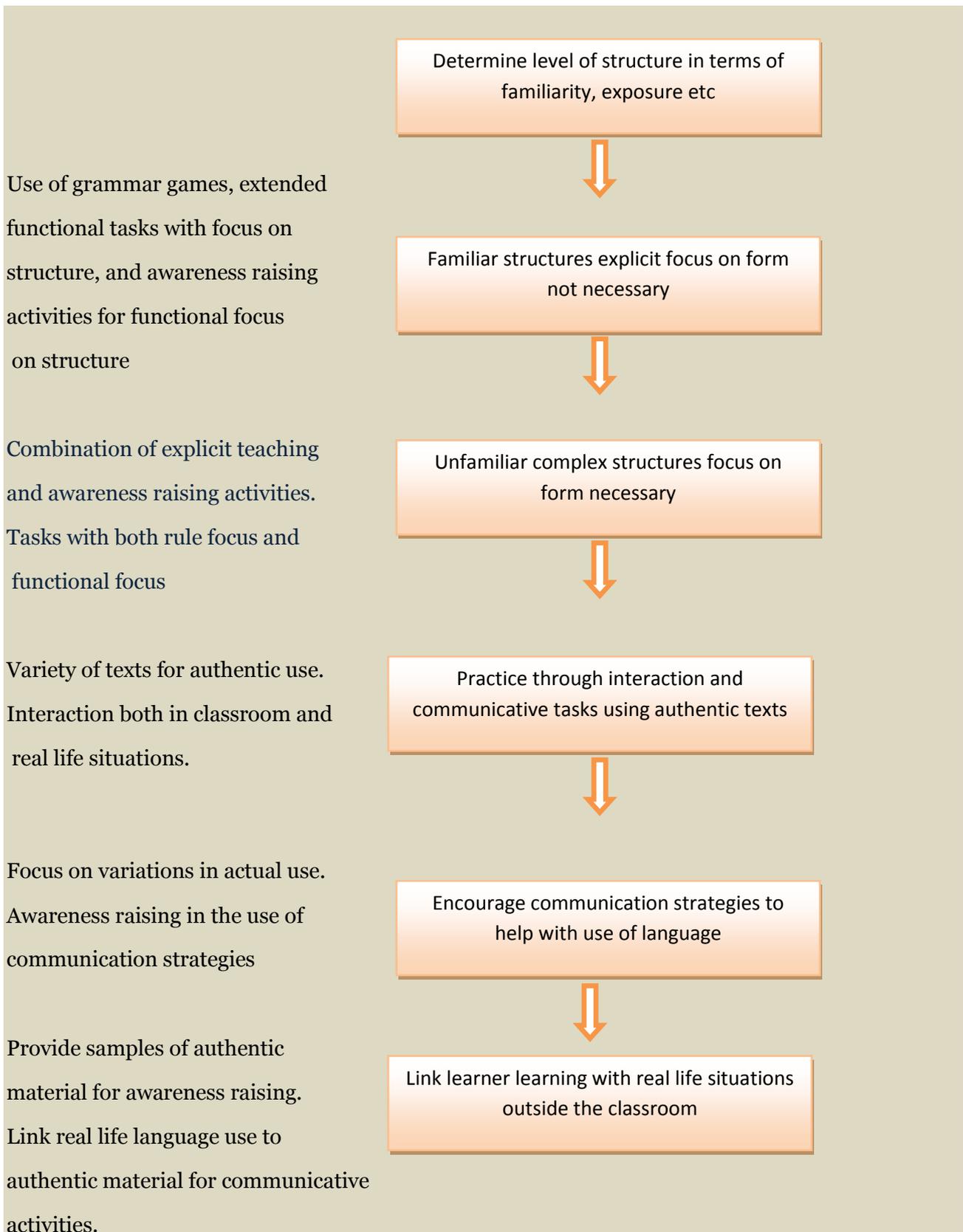


Figure 1: A pedagogic framework to teach grammar using the communicative approach

(The inner linear model represents the present practice and the outer organisational chart is the suggested framework)

Teaching Homophones in a Multi-media English Language Lab – A Report

K. Venkata Ramana

Introduction

Advent of Technology made computer an inevitable tool in teaching English as Second Language (ESL) to ESL Learners. Exploring internet to learn English is common and ESL Learners no exception to this. They are interested a little more than other students as it presents them a new/foreign world which is completely different from that of conventional teaching they are exposed to. Internet provides plethora of video/audio clippings and text material on the same concept each in their own way to learn and practice.

Internet is handy in teaching English language in general and homophones in particular. 'Homophones' which sound similar and differ in their meaning and spelling is a concept to be taught in English curriculum of First year engineering as suggested by Jawaharlal Nehru Technological University of Hyderabad (JNTUH). Though, the intake is heterogeneous, majority of the students need guidance in concepts like homophones for pronunciation in particular. The reason is simple. The student community at large practice conversation in native language or in Hindi among themselves or with the faculty. It is not the case when they join organizations for their career. They should communicate in English language alone either in writing or in speaking. Under these circumstances they may wrongly pronounce certain words and particularly there may be some misconceptions in pronunciation of homophones and hence they may go wrong.

The present paper aims at the following objectives through controlled and guided student centric activities:

- 1) To identify the misconceptions in pronouncing the homophones
- 2) To show them practically where they are going wrong.
- 3) To make the students unlearn the incorrect pronunciation and remove misconceptions
- 4) To present the proper pronunciation and make them learn and practice

The following methodology is adopted to accomplish the above mentioned objectives.

Methodology

Extensive Reading Activity, Identifying homophones, sharing in group, checking with classmates, presentation of phonetic transcription and pronunciation by the researcher, exploring multi-media systems with internet connectivity for correctness and practice of homophones. The following is the student group identified to conduct the research and identify the problems and misconceptions in pronouncing homophones and to suggest solutions.

Sample of study

The subjects of the research are undergraduate students pursuing I year B.Tech. in Electronics & Communication Engineering (ECE) course. 30 students were identified as sample of the research. This is a heterogeneous group consisting of students from various socio, economic and cultural backgrounds. The above group of students is guided to extensive reading activity as follows.

Extensive Reading Activity

The students are informed to take up extensive reading of few passages from the lesson 'The Tea Party' written by Ruth Praver Jhabvala prescribed by the JNTUH for 10 minutes. Students are advised to identify words which have homophones based on their knowledge and suggested to underline the words with pencil in the text while undertaking the extensive reading. The following is the text identified and prescribed for extensive reading.

Indu did not again object to accompanying Prem to Mr Khanna's tea party. On the contrary, she seemed quite glad to go, as if she were glad to escape from the house for an afternoon. She spent a long time dressing herself. Prem watched her and was fascinated. She wore one of her best saris, one that had been given her on her marriage—a lilac-coloured georgette with big flowers and leaves stitched on it in imitation pearls. With that she wore red shoes which had high platform soles and cut-out toes. She also put on her jewellery—a heavy gold necklace and long earrings and twelve gold bangles—smoothed and liberally oiled her hair and wound it round with a fresh chain of jasmine, applied the red mark on her forehead and finally even a little lipstick on her lips. How different she looked from the everyday Indu, who wore cotton saris tucked round her waist, glass bangles and usually no shoes at all! Prem gazed at her in admiration. Her eyes were shining, and her lipstick, her gold, her jasmine, her hair oil all gave her an almost opulent effect. Prem's mother said, 'You children can go and enjoy yourselves. I will be here to guard everything.'

Prem was wearing his best shirt and trousers, and he felt proud as they walked together to the college. For a time they did not speak. Indu was concentrating on her walking, which was a little difficult for her owing to her unaccustomed high platform soles. Prem too was rather self-conscious and walked in a slow and stately way. They were very obviously two people dressed up in their best clothes and going somewhere special.

After a while Indu said, 'What shall I do if someone speaks to me there?'

Of course you must answer very politely and also in such a way that people can see that you are educated.

Indu kept silent. Prem glanced at her out of the corner of his eye and saw that she was looking worried; she was biting her lip and frowning. He realized she was thinking how difficult it would be to answer in such a way. He also began to worry and hoped that she would show herself to her best advantage.

It was strange to see the college downstairs so empty. 'This is my classroom', he whispered to her as they passed, but she hardly turned her head. She was biting her lip quite hard.

Upstairs in Mr Khanna's living room, members of the staff and their wives, all dressed up in their best, were already seated in a pre-arranged circle of chairs. Mr Khanna was standing in the centre; he was talking, and there was a polite titter of laughter in response. When he saw Prem and Indu, he called in a hearty, cherry voice: 'Yes, come in, come in!' Even Mrs Khanna smiled a welcome at them. Everyone's attention was drawn to the new arrivals, chairs were shifted to accommodate them, and Mr Khanna said in a loud hospitable tone, 'Please be quite comfortable!' Indu kept her eyes

lowered, and her face looked quite swollen with embarrassment. Prem kept saying 'Thank you'.

'As I was saying', said Mr Khanna; he took up his position in the centre again and replaced his thumb in his armpit. 'It is very pleasant to have the ladies with us. Very agreeable.' The ladies all stared straight in front of them, without any change of expression. Only Mrs Khanna said, 'I think the tea water is nearly boiling.'

Mr Chadda said, 'The society of ladies is said to have a very softening effect.' He was wearing a cream-coloured silk suit which seemed to have been washed quite a number of times, and he sat with his arms and his little bird legs crossed in an attitude of ease suitable to a tea party.

'It is not for nothing', suggested Mr Khanna, 'that they are known as the gentle sex.' Led by Mr Chadda, the gentlemen politely laughed. 'It is good sometimes to break off in the midst of toil,' Mr Khanna continued, 'and enjoy an hour's leisure and ease in their charming company.'

At the instance of the bell after 10 minutes the students stop reading and jot down the words identified by them which have 'homophones'.

Sharing in Group

As per the instructions of the faculty, one by one all students share the words i.e., homophones identified by them with the group along with pronunciation of words. All the members of the group note down the new homophones, if any, shared by their classmates other than the homophones they have identified and noted in their books.

The following are some of the homophones shared by the students:

1) one, won 2) sole, soul 3) to, too, two 4) see, sea 5) new, knew 6) not, knot
7) which, witch 8) eyes, ice 9) in, inn 10) is, ease 11) hole, whole 12) by, bye,
buy 13) lead, led 14) no, know 15) or, are 16) waste, waist 17) quite, quiet 18) read, red
19) for, fur, far 20) had, add 21) of, off 22) their, there 23) guard, god 24) were, wore

Based on the homophones presented by all the students, the researcher identified the problems/ misconceptions on the pronunciation of homophones shared by the students. It is observed that some students could write only three homophones, some could write five to seven homophones and some could write twenty and more. Before clarifying their doubts and correcting their mistakes, the researcher asked the students to share their thoughts on correctness and pronunciation based on their understanding on the homophones shared with the group. This step helped the researcher as follows:

- i) Furthermore doubts /misconceptions are identified with some more students.
- ii) Some students could share their knowledge and present the correct pronunciation for the homophones shared and also could identify the mistakes made by their classmates. The following are wrong homophones identified by the students among the homophones shared.
 - a) had, add b) were, wore c) quite, quiet d) leave, live e) for, fur, far

Discussion of homophones by Researcher

As a follow up measure to enhance their pronunciation skills and to remove the misconceptions on the given homophones, the researcher presented the phonetic transcription to the students and for their understanding presented the pronunciation and all the students are instructed to repeat.

Exploring internet with multi-media systems and Results

Furthermore, students are suggested to browse internet and with the help of online Oxford Advanced Learner's Dictionary at <http://oald8.oxfordlearnersdictionaries.com> and Cambridge online dictionary at <http://dictionary.cambridge.org/dictionary/british/> to listen and practice the British and American pronunciation of the homophones noted by them. The students are instructed to listen and repeat the pronunciation of homophones to enhance their pronunciation skills. This activity helped the students to listen to the foreign accent and to correct their pronunciation through practice.

Conclusion

The paper presented the small scale research conducted by the researcher particularly to teach homophones in a Multi-media English Language Lab. The research helped the students to identify the mother tongue influence on pronunciation, to identify and remove the misconceptions of pronunciation of homophones and to practice the correct pronunciation of homophones. The research also enhanced the confidence level of students in pronunciation and to make an introspection of their knowledge with regard to their pronunciation skills and homophones. This small scale research also helps the teachers of English to adopt the student centric activities 'in toto' or by modifying them to suit their needs in order to enhance the pronunciation skills of their students.

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The Need for Communicative Skills in Various Professions

Dr. Bernadette E. Lyngdoh Khongwir

The growth of the Customer Service Industry has seen a rise in the demand for new recruits with excellent communicative skills. Communication has become vital to business growth since our economy has firmly based itself on information, rather than manufacturing. Companies and organizations want staff who can speak English in order to communicate within the international marketplace. With reference to the present context and keeping in mind the growth of the customer service industry there is a need for professional training in communication skills. There is also a need for cross cultural training to be able to cater to Indian customers with different cultural backgrounds and also international customers from different cultural backgrounds.

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The young Indian learners with career aspirations are now expected to enhance their communicative skills in order to have an edge over their competitors and are also expected to bridge cultural differences. The focus of language learning must involve much more than just passively encoding text. Language learning cannot be defined as an individual cognitive act, but rather as a social practice especially in the business scenario.

All the national institutes use English as the medium of instruction. The job market encourages people with a good command of English where the interviews and examinations are conducted in English. Hence, people with career aspirations take to the English language. Until recently, all competitive examinations and interviews were held in English. Documentation in courts is also recorded in English.

India today is undergoing a transitory period where we see the demand for English like never before. This is where ESP comes in, that is, English for Special Purposes. This type of English as the name suggests is for specific purposes. Discoveries and Inventions have led to the need to coin new terms and also borrow loan words. Today's workplace talk or discourse is characterized by a similarity in transactional and relational goals. People working together not only interact for business but also do so by interacting with each other to create a rapport among themselves.

A few needs that I identified while conducting a study on communicative skills in the customer service industry can be highlighted as follows :

- Better communication skills for customer retention
- Communication tips for handling complaints thereby keeping customers happy
- Training to equip job aspirants with key skills for Customer Service jobs
- Kinds of communication skills required to de-escalate situations or to calm irate customers
- Ways and means to build great customer experiences and thereby increase customer loyalty index
- Develop more strategies to increase customer satisfaction
- Techniques for email communication
- Communication tips for improving internet customer service
- Ways of communication to complete restore customer confidence after things go wrong
- Kinds of communication involved in various sectors like sales, emergency response services, telecommunication services etc.

Both qualitative and quantitative methods used in the study have yielded results emphasizing the need for communicative skills in most professions. From the sample of 500 taken into account for the study, factors like age, gender, educational status and total work experience have been considered. As training is seen as crucial the respondents have also been asked whether any training or course in business communication has been undertaken.

The targeted sectors have yielded enough respondents from different profiles. Past work experience indicates a strong need for trainers and training materials for English language usage and as a tool for communication especially in the corporate world. A news item appearing on NDTV 24x7 in March, 2007 reported a talent crunch in the Business Process Outsourcing industry with respect to soft skill trainers. This industry employs a large section of the youth especially the first job seekers. The crunch or need was realized way back in 2007. Now most organizations and industries especially the targeted sectors have employed at least one 'qualified' trainer who has had some professional training. These are trainers who can provide training to trainees to enable them to communicate in the international marketplace. There is also the need for a proper cultural understanding to be able to interact in a global environment.

The study conducted has touched upon a few industries only. If we look at other industries like the aviation industry, automobile industry, the Indian retail industry which is the fifth largest in the world and various other upcoming fast track industries there is huge potential in grooming career aspirants. The most important factor, is the Foreign Direct Investment (FDI) which has now become a reality in the Indian context.

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A Critical Study of Belbin's Team Roles Model

K. Geetha

Introduction

Organizations that build effective teams ultimately succeed and thrive even in adverse environmental changes. The key to building effective teams is to understand what makes an effective team, and focus on leveraging the team dynamics for both the individual as well as organizational benefit.

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Often, management seems to wonder why some teams exceed expectations, while other struggle to even survive. When teams fail, the impact is seen not just on the team members or the team leader, but also on the department, the organization and the industry as a whole.

Review of Literature

While there are many studies published on Belbin's Team Roles Model, a couple of them have been quite appreciative and acknowledging of the psychometric properties of the tools used to assess the team roles (Swales and McIntyre – Bhatti, 2002, 2003), there have been others which have been quite critical (Furnham, Steele, and Pendleton, 1993a, 1993b; Broucek and Randell, 1996). Substantial amount of conflicting evidence has also been found regarding the extent of correlation between the team roles and various factors like cognitive styles (Aritzeta, Senior and Swales, 2005; Fisher, Macrosson and Wong, 1988) or personality traits (Dulewicz, 1955; Fisher, Hunter, and Macrosson, 2001). Hence there is a need to study and analyse the evidence, with specific emphasis on correlating the psychometric evidence with the empirical evidence in order to arrive at a conclusive assessment of Belbin's team roles model. Published research is correlated with available evidence in this paper, and helps to provide new perspectives to not only the professional who works with the model on a regular basis, but also to the researcher, who intends to delve deeper into the implications of the model.

We shall first start with the theoretical context of team roles, move on to analyse various studies that furnish the psychometric evidence and then we shall discuss the validity of concept. Even before Belbin proposed the Team Roles Model, many role theories have been in existence, though no direct correlation between the roles as proposed by Belbin and other role categorization could be established. Hence, it is quite appropriate for this paper to start with establishing the concept and context of roles.

The Role Concept

If we look at the concept of 'role,' there are two perspectives possible – one is that a role can be defined as the sum total of all values, attitudes and behaviour of an individual in connection with a specific social status. In this context, a role can be defined as, "the behaviour that a person displays in relation to his / her social position and social status (Linton, 1945). At the same time, if we look at the concept of 'role' from a psychosocial perspective, it can be defined as, "the behaviour expected from an individual occupying a specific position (Biddle, 1979) such that the cognition and expected behaviour associated with the position are fundamentally important to success in the role (Katz and Kahn, 1978).

Bales and Slater (1955) carried out researches with study groups and inferred that there are substantial differences between team members who are more focussed on solving

tasks and those who are more focussed on fulfilling the social and emotional needs of the team members. Benne and Sheats (1948) proposed classification of role behaviour, based on 12 task roles (concerned with group problem-solving) and 7 maintenance roles (concerned with group cohesion and bonding). These conceptual inputs formed the basis for Belbin's Team Roles model (1981). The 2-part classification made by Llgén and Hollenbeck in 1991 proposes the 'role taking' models which assumes that when placed in a team, individuals passively accept the roles assigned to them (Graen, 1976). However, the 'theory of dyadic organizing,' (Graen and Scandura, 1987) explains how the team members work with each other to fulfil and complete the tasks not just related to their roles, but are essential for the basic performance and progress of the team! Holland (1985) proposed classification of individuals into six types: Realistic, Intellectual, Artistic, Social, Entrepreneur, and Conventional (RIASEC).

Belbin's Team Roles Model

During the seventies Dr. Meredith Belbin started his research and study on teams. He, along with his team aimed at tweaking the dynamics within a team and see if it results in any change in the team's performance. Over the next decade, they studied a number of management teams across the globe. In fact, they designed a management game that simulates various decision making processes and business-like situations, which the teams had to handle and respond to. Every team member also responded to a battery of psychometric assessments, which focussed on identification of attributes related to the individual's personality and behaviour patterns. All participants responded to Cattelle's 16PF as well as Watson Glaser's Critical Thinking Appraisal. An observer was assigned to each of the teams, and all group processes were documented in the form of a report based on Bales' (1950) interactive process analysis. These research studies brought out the fact that a team's success depended more on the behaviour preferences of the team members, rather than on their intellect!

Results of the research and studies were collated by Dr. Meredith Belbin and his team, and they were able to identify various clusters of behaviour, each of which could be classified as one unique 'team role.' In fact, Belbin arrived at a total of eight team roles. A Team Role is defined as, "A tendency to behave, contribute and interrelate with others in a particular way."

Belbin found that when put in a team, an individual displayed behaviours related to each of these eight team roles in varying degrees! Today, the corporate world gains a lot through the concept of Belbin's team roles, as the team and the team members gain self-awareness, which helps them to adapt their behavioural preferences according to the demands of the environment.

Though initially only EIGHT team roles were identified by Belbin, he later added one more role called SPECIALIST and today, the NINE of them together are called Belbin's Team Roles. The only empirical evidence of the early analysis indicated a +ve correlation between the predicted performance and the actual performance across 22 teams (Belbin, Aston, and Mottram, 1976, p.26).

Belbin defines a role by six factors: Personality, Mental Ability, Current Values and Motivation, Field Constraints, Experience and Role Learning. He also emphasizes the fact that each of these roles gains importance at various stages of team development, as listed below:

Stage 1: Identification of the team needs

Stage 2: Identification of ideas and ways to fulfil these needs

Stage 3: Formulation of plans and steps to implement the ideas

Stage 4: Agreement on final ideas and plans

Stage 5: Establishment of norms, processes, systems and procedures as to how the team will function

Stage 6: Implement and follow through until the team needs are met

A brief summary of the team role descriptors, strengths and allowed weaknesses for each of the roles is provided in the table below:

Brief Summary of Team Role Descriptions

| Team Role | Descriptors | Strengths | Allowed Weaknesses |
|--------------------------------|---|--|---|
| Completer Finisher (CF) | Anxious, conscientious, introvert, self-controlled, self-disciplined, submissive and worrisome. | Painstaking, conscientious, searches out errors and omissions, delivers on time. | Inclined to worry unduly. Reluctant to delegate. |
| Implementer (IMP) | Conservative, controlled, disciplined, efficient, inflexible, methodical, sincere, stable and systematic. | Disciplined, reliable, conservative and efficient, turns ideas into practical actions. | Somewhat inflexible. Slow to respond to new possibilities. |
| Team Worker (TW) | Extrovert, likeable, loyal, stable, submissive, supportive, unassertive, and uncompetitive. | Co-operative, mild, perceptive and diplomatic, listens, builds, averts friction, calms the waters. | Indecisive in crunch situations. |
| Specialist (SP) | Expert, defendant, not interested in others, serious, self-disciplined, efficient. | Single-minded, self-starting, dedicated; provides knowledge and skills in rare supply. | Contributes on a narrow front only. Dwells on technicalities. |
| Monitor Evaluator (ME) | Dependable, fair-minded, introvert, low drive, open to change, serious, stable and unambitious. | Sober, strategic and discerning, sees all options, judges accurately. | Lacks drive and ability to inspire others. |
| Co-ordinator (CO) | Dominant, trusting, extrovert, mature, positive, self-controlled, self-disciplined and stable. | Mature, confident, a good chairperson, clarifies goals, promotes decision making, delegates well. | Can be seen as manipulative. Offloads personal work. |

| | | | |
|-----------------------------------|---|---|---|
| Plant (PL) | Dominant, imaginative, introvert, original, radical-minded, trustful and uninhibited. | Creative, unorthodox, solves difficult problems. | Too preoccupied to communicate effectively. |
| Shaper (SH) | Abrasive, anxious, arrogant, competitive, dominant, edgy, emotional, extrovert, impatient, impulsive, outgoing and self-confident. | Challenging, dynamic, thrives on pressure, has drive and courage to overcome obstacles. | Prone to provocation. Offends people's feelings. |
| Resource Investigator (RI) | Diplomatic, dominant, enthusiastic, extrovert, flexible, inquisitive, optimistic, persuasive, positive, relaxed, social and stable. | Extrovert, communicative, explores opportunities, develops contacts. | Over-optimistic, loses interest after initial enthusiasm. |

Source: Belbin (1993b, p.22)

Importance of the study

Belbin's Team Roles model derives more comprehensiveness in terms of operationalization through the Team Role Self Perception Inventory (TRSPI-8R) and the modified version with nine roles (TRSPI-9R), which facilitates generation of the test taker's profile through the INTEPLACE computer software, combined with the Observer Assessment Sheet (OAS). Using the OAS helps to ensure that the results are not only more comprehensive but also more valid. Cattell's 16 Personality Factor Questionnaire (16PF, Cattell, Elber, and Tatsuoka, 1970) and the Occupational Personality Questionnaire (OPQ, Saville, Holdsworth, Nyfield, Cramp, and Mabey, 1992) have also been used to assess the teams roles (Dulewicz, 1955).

Results & Discussion

Today the corporate world uses Belbin's Team Roles Assessment for various purposes, including the following:

- To help their employees gain self-awareness regarding their behavioural preferences when they are put in a team
- To help their teams understand the collective team dynamics and how the individual behaviours affect team performance
- To help their team leads focus on ensuring cohesion, bonding and higher levels of performance efficiency within their teams
- To identify areas where the team members need counselling / coaching or mentoring, particularly in the context of work performance

Identification of the team roles of an individual is done both through Self as well as Observer assessments. This means, not only the individual is required to take the

psychometric assessment but also others who work with the individual would assess on the same parameters. While Self-assessment would help in identifying how the individual perceives self, the Observer assessments would help to identify how the individual is perceived by the other members in the team, which helps to arrive at a more comprehensive understanding of the individual's behavioural preferences.

It is important to note that while an individual's behaviour today might indicate a specific preference to some of the team roles, over a period of time, due to the changing demands at the work place, the individual's working style and approach might also style, and hence when the same assessment is administered after some period, the results could vary. The strength of the concept of Team Roles proposed by Belbin is further enhanced due to the inclusion of two important parameters: Allowable Weaknesses and Team Role Sacrifice.

Allowable Weakness: While the strength in one of the team roles definitely is what would matter a lot for the team performance, this strength is available to the team at the cost of the same preference becoming a weakness in some other context! For instance, while the team member whose Primary Team Role is Innovator has excellent ability to come out with great ideas and creative solutions, the same team member might be perceived to be more of a thinker and visualizer rather than a doer or implementer.

Team Role Sacrifice: Sometimes, one of the team members will need to get into a role that is different from his Primary Team Role and hence he continues to adapt into that role. This is probably needed because there is already another member within the team, who has a similar Primary Role, and cannot adapt to the specific role in demand. Such a shift in behaviour by a team member from the preferred to the needed role, is called Team Role Sacrifice.

Brief Description of the Team Roles

Plant / Innovator: This is the first role to be identified, and was named as such, because one such member was 'planted' in every team. A team member who is a plant tends to be strong in identifying solutions to problems in creative ways. He / she comes out with innovative ideas with emphasis on issues of vital importance. A plant is typically introverted, unorthodox, imaginative and intelligent but "inclined to disregard practical details or protocols" (Belbin, 1983). The plant is the brain of the team and needs to be nurtured for their creative thinking abilities. At the same time, the plant needs to be pulled back into the practical, real world, as they tend to get lost in their imaginative world at times, and not consider the practicality of their thoughts and ideas.

Monitor Evaluator: This role can weigh the pros and cons of a given situation, in a very unbiased and neutral manner, using logical and critical thinking. Monitor-evaluator is the complementary role to the Plant and can be considered as the other brain of the team! He/she is capable of assessing all possible alternatives, in the context of the decisions, approaches, methods, systems and processes that the team needs to use, so that there is a competitive edge derived. As this role tends to be quite unemotional, impersonal, over-critical at times and hard-headed, other team members might not be really appreciative of this role. However, this role is very essential for the team to emerge as winners, and this is the only role that can efficiently and logically debate on the ideas provided by the Plant to ensure that the plans are grounded on reality.

Coordinator: Team members who demonstrate behavioural preference towards this role focus on the goals and objectives of the team, and can ensure appropriate allocation of

work to the team members, based on their knowledge, skills, abilities and behavioural patterns. The Coordinator guides the team towards what he / she thinks are the team objectives. As the Coordinator is an excellent listener and can remain calm in the most adverse situations, he / she is adept at extracting the best out of every team member – in fact, the Coordinator is a type of team leader! Coordinators have the ability to recognize the key strengths and areas of improvement of the team members.

Resource Investigator: This role involves reaching out to the world outside of the team, with the purpose of gaining access to information and data that the team would need for the achievement of its goals and objectives. They are considered similar to the Plants – however, they are not seen to be complementary. While the Plant is known to come out with innovative ideas based on internal thinking and analysis, the Resource Investigator is known to hit upon such innovative ideas through interaction with the external world, usually outside of the team! This role is known for its innate curiosity, ability to communicate effectively, high levels of energy and enthusiasm and great interpersonal skills. The Resource Investigator is adept at getting what he / she wants from a person, but has the drawback of getting bored quickly once the charm in a situation disappears, and loses interest, looking for the next interesting and novel idea! The Resource Investigator has great “capacity for contacting people and exploring anything new” (Belbin, 1983).

Organizer / Implementer: Team members with this preference are good at planning practical strategies and approaches and also implementing them in the most efficient manner possible. An Organizer / Implementer is known for his / her ability to “turn concepts and plans into practical working procedures and they focus on “carrying out agreed (upon) plans systematically and efficiently” (Belbin, 1983). Organizers are quite duty-minded, tend to be conservative, highly disciplined, willing to work hard, have excellent organizing skills and are quite predictable! At the same time, they tend to be rigid at times, not willing to be flexible and hence prefer status quo, and resist change.

Completer Finisher: This role takes care of the final polishing and providing the finishing touch to the work output of the team; they ensure that the output meets the required quality standards, and are often great at scrutinizing the work in order to identify errors and deviations from set norms. A Completer Finisher primarily lays emphasis on “avoiding mistakes of both omission and commission, actively searching for aspects of work that need a more than usual degree of attention” (Belbin, 1983). Completer Finishers can at times be quite painstakingly focussed on minute details, highly oriented towards and orderly approach and can demonstrate lot of anxiety at completion of the team tasks.

Teamworker: This role ensures team cohesiveness, harmony and bonding within the team. This role also takes care of identification of work that is pending, and completes it for the team. While the Resource Investigator is known for networking and negotiating outside of the team, the Team Worker does is within the team! At times the team members may find it difficult to put up with the Plant who can be quite introverted and slow, and may not let the Plant share his / her new ideas and plans. That’s when the Team worker can step in, and ensure that the Plant gets the opportunity and attention, due! Likewise, the team members might at times get agitated with the slow, analytical, and long-drawn decision-making approach of the Monitor-evaluator and that’s when the Team worker can intervene and effectively ensure acceptance and cohesion amongst the team members. The Team Worker acts as the facilitator within the team, and ensures that every team member gets opportunity to contribute by leveraging on his / her strengths.

Shaper: This role ensures that the team continues to focus on its goals and objectives, without losing focus and concentration. This role drives the team and keeps it progressing

towards completion of the tasks. The Shaper questions the team and leads them towards identifying the best solution for a given problem / situation. A Shaper contributes to the team by encouraging the team members to “challenge inertia, ineffectiveness and complacency” (Belbin, 1983). The Shaper tends to be quite argumentative at times, can be a great extrovert and highly competitive.

Specialist: This role was identified by Belbin after the initial research, and was the result of the fact that in the corporate world, when teams are required to function, there is a clear need for a role that can provide specialized know-how, based on in-depth knowledge and expertise in that area. Thus, the Specialist is the member within the team, with that niche expertise!

Implications

The psychometric properties of the Team Role Self Perception Inventory (TRSPI) were analysed by eight studies and those of the Observation Assessment Sheet (OAS) were analysed by two studies. While the first analyses were critical (Furnham, Steele, and Pendleton, 1993a, 1993b; Broucek and Randell, 1996) and one analysis indicated a mixed set of inferences (Beck, Fisch, and Bergander, 1999), the latest studies have been more appreciative (Swailes and McIntyre – Bhatta, 2002, 2003).

While Broucek and Randell (1996) put forth concerns regarding the internal consistency and the discriminant validity of not only the TRSPI but also the OAS, Swailes (1998) also submitted that neither of them showed high convergent validity. Fisher, Macrosson, and Sharp (1996) established low correlation on the validity diagonal. Dulewicz argued that the low discriminant validity was due to some of the personality factors contributing to many of the team role equations for both 16PF and OPQ (Dulewicz, 1995, p.94). Applying a multidimensional scaling technique, Fisher, Hunter and Macrosson established that team roles were clustered into two clearly distinguishable groups: the ‘relationship cluster’ consisting of the Coordinator, Team Worker, Resource Investigator and Implementer-Organizer and the ‘task cluster’ consisting of the Plant, Monitor Evaluator, Shaper and Completer Finisher (Fisher, Macrosson, and Sharp, 1996; Fisher, Hunter and Macrosson, 1998); Fisher, Hunter, and Macrosson, 2001).

Scope of Further Research

The concept of teamwork can be understood better by considering all aspects of the team roles, including psychological, social, technical and behavioural approaches. Integration of various perspectives provided by different behavioural and psychological theories helps to gain a more rational and comprehensive understanding of the team roles.

Understanding and application of the concept of team roles is quite useful for managers, supervisors, consultants, coaches and mentors in building teams that perform high. “If teams are to be formed on the basis of team role profiles, then the dynamics of the interaction of these roles with the environment, the task and experience need to be better understood” (Prichard and Stanton, 1999, p.664).

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Comparative Studies on Communication Apprehensions among Regional Medium and English Medium Students in Engineering Colleges - A Case Study

W. Grace Shanthy, Prof. Annie Pothan & Prof A Ramakrishna

Introduction

“The ability to speak effectively is an acquirement rather than a gift”
- Williams Jennier Bryan.

In the present context of teaching English as a Foreign Language, the success of an Engineering graduate in the on-campus recruitment is based on his communication skills. Students should be given sufficient preparation in the direction of work place communication. Future Engineers are expected to have excellent communicative skills and also soft skills which include team spirit, leadership qualities, positive values etc. Hence, the educational institutions are responsible to assist engineering students in preparing them with these important skills.

Graduates in various fields should be competent in communication skills in order to succeed in their workplace tasks effectively (Charles worth, 2008; Crosling and ward, 2002). As far as English proficiency is concerned, most of the college students at the tertiary level are not proficient. Though they have studied English for many years, most of them find it difficult to speak in English. They were neither taught to speak effectively inside the classroom nor did they take any necessary steps on their own outside the classroom to learn to speak.

Students experience apprehension when asked to communicate orally. Certain level of communication apprehension is inevitable although it varies from person to person. "The person with high level of C.A will avoid communication much of the time in order to avoid experiencing the fear or anxiety the person has learned to associate with communication encounters (McCroskey, 1977).

Communication Apprehension:

It is one of the primary elements found to be associated with poor communication skill development. McCroskey (1982) defined C.A as “an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons”. According to Berger and etal., “it is the way a person feels about communication not how they communicate”. The fear or anxiety could be due to lack of proficiency in the target language, lack of practice or insecurity. Even those who have good proficiency in a language can experience Communication Apprehension. Some people may be good at general conversation, but may not feel comfortable making presentation and vice versa. Some may be good at writing but they may have problems speaking in front of an audience. The major problems faced by the engineering students are poor communication skills, fear and anxiety associated with oral communication and an inherited trait. This study is primarily focused on oral communication apprehension.

Literature Review and the need for present study

Many researchers have been undertaken in the field of Communication apprehension. Researchers investigated how C.A could hamper the development of communication skills. Thaher 2005, Howowitz 2001, Allen and Bourhis 1996 report that students showed a significant level of C.A which negatively affected their language learning outcomes. Radzuan and Kuar (2010) observed a moderate level of C.A in most of the

students in a classroom communication course Whereas, Mustapha et al (2010) found a high level of C.A in most EFL students.

Dawit Amogne and Abiy yigzaw (2012) conducted a study in the area of Communication apprehension, competence and performance among maritime engineering trainees. Results indicated that the student experienced moderately high levels of C.A in public speaking than in the rest of oral communicative events such as personal conversation, meeting and group discussion. Muhammad Akram (2009) conducted a study on Communication Apprehension in English Language Classrooms in schools in Pakistan. Results revealed that both the male and the female students equally suffer from C.A.

Need of the present study:

This study aims to identify oral Communication apprehension encountered by engineering students coming from Regional medium background and English medium at school level. This study employs McCroskey's (1984) personal report of C.A (PRCA-24) scale to identify oral communication apprehension faced by this group of students. This paper will discuss the level of C.A among the two categories of students. The outcome of this research will be able to give valuable information on the issues of C.A and appropriate actions can be implemented to reduce the occurrence of C.A.

Sample of the study

The participants of the study were from Talla Padmavathi Engineering College, Warangal, A.P. which is affiliated to Jawarhalal Nehru Technological University, Hyderabad. The students admitted to various Engineering departments in the college are from Warangal district. They belong to Urban and Rural background. Students from English medium background can speak with a greater fluency, than the regional medium students. However, all the students have a desire to improve their communication abilities.

In order to assess the C.A of Engineering students, a sample of 200 students were asked to complete the PRCA-24, developed by McCroskey (1984). This instrument consists of 24 statements and aims to determine students' level of C.A in the following four areas: 1) Group discussion 2) Meeting 3) Conversation and Oral presentation (dais). The students were instructed to indicate the degree to which each statement applied to them on the rubrics stated. The Overall PRCA scores can range between 24 to 120. Scores above 70 represent high level of C.A. Scores between 51-70 represent students with moderate CA and scores between 24-50 represent students having low level of CA. To determine the overall CA scores, all four sub scores are added together.

Analysis of PRCA

Analysis of total scores of Regional medium students and English medium students:

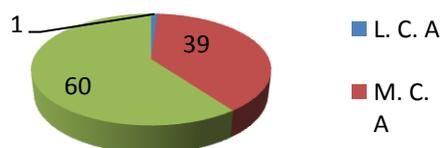


Figure 1(a): Telugu Medium

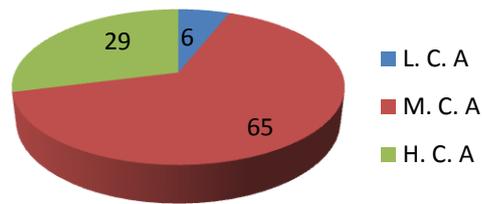


Figure 1(b): English Medium

Figure 1 shows the overall communication apprehension of 200 (100+100) respondents coming from regional medium background and English medium background who completed the PRCA-24 questionnaire. Analysis of the data shows that 60% of regional medium background students showed high Communication Apprehension scores of 80 and above in all the four communicative areas. 39% out of 100 students have medium level of CA and only 1% had low communication apprehension.

It was observed that a respondent having Telugu as medium of Instruction at the school level recorded highest overall C.A score 100. It is evident that the respondent had high scores in all the four areas of communication namely Group Discussion, Conversation, Public speaking, formal contextual meeting. This is attributed by the fact that this respondent did not receive any prior instruction in English at the school level. The respondent came from remote village.

Izzo (1981) emphasized that foreign language proficiency and communication achievement are greatly influenced by the time factor or length of exposure in the target language. Hence, poor command of the English language and basic level of vocabulary may have contributed to meagre communication skills.

In contrast, the respondent with the lowest 'communication apprehension' had overall score of 49 and has moderate C.A in formal contextual meeting and low C.A in remaining three communicative areas. Though coming from regional background at school level, the respondent had the opportunity of minimum exposure to the target language.

Considering the English medium background students Figure 1(b) shows that only 29% out of 100 had high level of C.A. 65% out of 100 had moderate level of C.A and 6% had low level C.A.

Figure 2 shows Telugu medium and English medium student's communication Apprehension in four areas: Group discussion, formal contextual meetings, conversation, and public speaking.

Among regional medium background students 'Communication Apprehension' was recorded high in general conversation. Almost 82 % respondents experienced C.A. This indicates that negative criticism prevents them from talking in English. On the other hand the C.A score for oral presentation is 73 %. This reveals that they are strong in their content, due to fear and shyness they are unable to face the audience. The lowest % of C.A was observed in group discussion, which has a score of 41 %. This shows that the respondents feel more relaxed and comfortable in the group. Moreover, students with low level or moderate level C.A involve themselves more than students with high C.A from speaking or indulging in discussion.

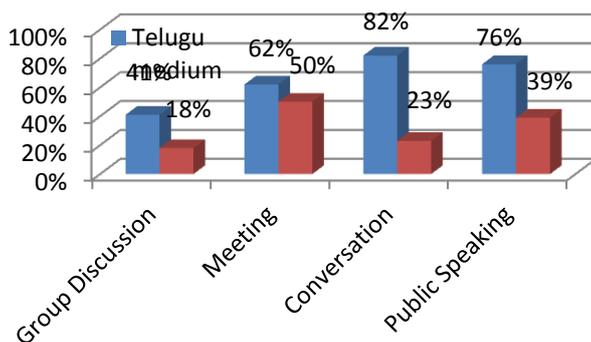


Figure 2: Percentage of High Apprehension

On the contrary, taking English medium students into consideration their C.A is 50% in the area of formal contextual meeting ,39% in Oral presentation and 23% in general conversation. This clearly states that they had good exposure to English language during their school days.

Finally, it is observed that the students coming from Regional medium background have high apprehension in the areas of formal meeting, conversation and speech. This is due to the lack of involvement and personal attention taken by their school teachers.

A. Analysis of C.A in the Sub skill: Group discussion

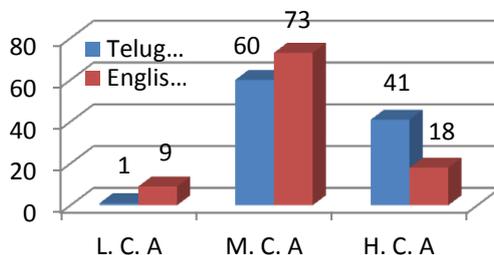


Figure 3: Analysis of C.A in group discussion

The Analysis of the results shows that 1% from Telugu medium had low level C.A, whereas 9% from English medium had low level C.A, 60 % from Telugu medium and 73 % from English medium had medium level of C.A 41 % from Telugu medium and 18% from English medium had high C.A in the area of group discussion.

B. Analysis of C.A in the Sub skill: Meeting

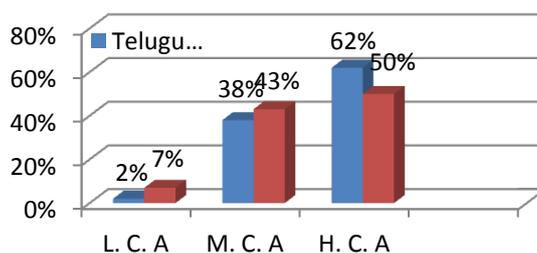


Figure 4: Analysis of C.A in the Sub skill- Meeting

From the above graph we observe that only 2 % of Telugu medium background students have low level Apprehension in meeting and English medium students 7 %. When we consider the moderate level of apprehension Telugu medium had 38 % and English medium 43 %. Coming to high level of C.A in meeting, Telugu medium and English medium had a high level of apprehension i.e. 62% and 50%. This shows that both the medium respondents had problem in the communicative area called 'meeting'.

Analysis of C.A in the sub skill: Conversation

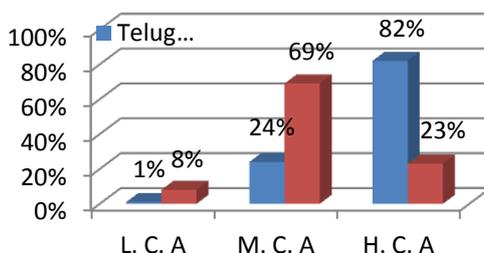


Figure 5: Analysis of C.A in the sub skill- Conversation

From this graph we observe that maximum Telugu medium students face problem in conversation i.e. 82%, whereas only 24% of respondents have a minimum level of apprehension. This clearly states that most of the Telugu medium students suffer psychologically which hinders them to converse with others.

Analysis of C.A in the Sub skill: Oral communication

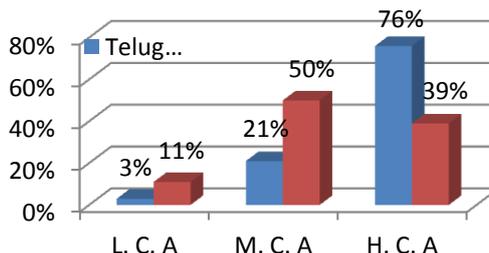


Figure 6: Analysis of C.A in the sub skill - oral presentation

The analysis of the results shows that only 3% (T.M) and 11% (E.M) had Low C.A , 21% (T.M), 50% (E.M) had medium level of C.A and 76% (T.M), 39% (E.M) had high level of apprehension in the area of Oral presentation

Suggestions for overcoming speech apprehension

Since most of the Telugu medium students suffer from general conversation owing to poor exposure and practise to listening and speaking of target language. Hence, there is a need to help the learners overcome their C.A .

Every student should receive adequate amount of practice to enable them to interact with one another. At the same time, we should not force the students who are not ready for a particular task when others are willing to do it. Instead the teacher should support and encourage the students by enabling them to say what they are capable of saying. Students must always experience a warm and appreciative learning environment. Pair work/Group work helps student in developing their skill. Students should be allowed to gather questionnaire based information from outside the institution and use it to put together to form informative report or allow students to collect information from neighbours, parents and others. The data which is collected can become the basis for a group discussion, report or oral presentation.

In some cases, the fear has nothing to do with the speaker's ability to talk clearly and fluently or even feel comfortable in front of a group. It's usually connected to previous incident like negative remark from colleagues or friends, having less knowledge or command on the topic, or worrying that others may think that their language is not polished enough. Hence, teachers should encourage the students to replace irrational thoughts with more rationalistic thoughts. To acquire English communication skills students should put in individual efforts by reading Science journals, news papers, magazines, watch English news, converse in English with friends on recent social and political issues.

Conclusions

Student's personal report of their Communication Apprehension helped the researcher and the students to identify their problem. Findings of this study reported that general Conversation caused high Apprehension among majority of the students whose medium of Instruction is Telugu (Regional language). It is also found that students are more apprehensive while giving oral presentation. Hence, certain remedies can be used to help Telugu medium students overcome their C.A. Students should also effectively make use of their teachers, education system and the facilities provided to them to have a successful career. The English language teachers should play an active role in shaping the personality of an individual.

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Think Out of the Box: Improvement of English Skills for Engineering and MBA Students – Some Unique Practical Tips

Jaisingh K.

The possession of good English skills is an essential prerequisite these days to get a decent job. Here the word 'English' is used in a broad sense including communication and soft skills. English does not mean literary or even perfect grammatical English. It is functional and communicative English in both the oral and written forms that is most in demand in the present globalized and Internet dependent world. As David Crystal asserts '*Internet is in fact enabling a dramatic expansion to take place in the range and variety of language*' (*Language and the Internet, 2006, CUP*). Therefore the English language teaching-learning process should be of the latest variety to be of any use to students. In this paper I will focus on engineering and other higher education students who have language labs in their colleges and who are in the age group of 18 – 25 years. How can we implement latest ideas when we have to complete our syllabus, evaluate scripts and perform other administrative duties?

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"Where there is a will, there is a way" is a popular axiom. When we think out of the box in a creative manner one can find many opportunities and solutions. The simplest and the best way is to create opportunities for communication in English outside the classroom especially in social contexts. Students should be empowered and taught some easy, affordable techniques to develop on their own. But will the majority of students listen? Regional medium background students think that 'let me pass or get good marks in the tough core, scientific subjects, then I can think of English'. English medium students think that 'anyway my basic English is good so let me concentrate more on the tough, core scientific subjects first and the higher order soft skills can be developed later'. Even the attitude of faculty and managements is also along these lines. So both types of students ignore learning English outside the English classroom. Only a tiny minority of may be around 5% of the students concentrate on and give importance to English outside the classroom and in social contexts. In such a scenario how can the English teachers motivate the students? Even then English teachers should somehow motivate them.

To begin with the teacher should suggest the innumerable benefits of subscribing to and reading an English newspaper daily at a monthly cost of around 75 rupees only. They should read it early in the morning while taking their tea or breakfast. Otherwise they won't get time. To do that in the beginning they will face lots of problems with regard to vocabulary, content and certain tough sentences or paragraphs. They should keep a dictionary for vocabulary understanding. Regional medium students should keep two dictionaries of high standard. A mother tongue – English dictionary and another English – English advanced level dictionary. They should also listen to English news or watch English news on television for at least 5-10 minutes in general Indian English accent channels like NDTV, Times Now etc. This will improve their listening skills and indirectly develop their speaking skills. All these should be done before 7 or 8 am because they won't get time otherwise.

Language and culture are closely intertwined and such English activities should become part of their early morning habit & life and most importantly they should enjoy and look forward to such activities. Any amount of classroom activities is always secondary to such personal activities done at home. These activities should become the cultural realities of their everyday life. Informal and voluntary learning is always remembered more than formal and imposed learning. Reading English newspapers will also indirectly develop writing skills. They should also be encouraged to maintain a small

pocket diary to develop their writing skills. The students should also get their writing corrected periodically for analysis or grammar errors.

With such self-directed and financially affordable simple techniques students can develop Listening, Reading, Writing, and Vocabulary and Grammar skills. All these activities will take only less than half hour of their daily time. The teachers should take special interest and from time to time encourage students by giving them incentives like prizes, special recognition or marks. English language should be used but Indian culture should be the reference point. Such everyday cultural reference makes the language learning natural and communicative. As Diane Larsen – Freeman asserts “*Culture is the everyday lifestyle of people who use the language. There are certain aspects of it that are especially important to communication – the use of nonverbal behavior, everyday greetings and other such issues which are specific to a particular society*” (pg 131, *Techniques and Principles in Language Teaching, OUP, 2000*)

In the beginning the students, being teenagers, might feel bored watching English news or reading English newspapers for the following reasons. The content on news channels is mainly political and so boring especially for girls and boys. Accent, difficult vocabulary, tough sentences make the task of doing such activities another academic activity which many hate to do so early in the morning. They have to spend the rest of the day in college studying or listening to classes on tough scientific subjects. So after a few days many will stop reading or watching news. Is there anything more interesting which can be done apart from listening to news or reading English newspapers early in the morning? There is no better and effective habit to develop English than this. Initially they should read only those articles which they like depending on their favourite topic. Reading short stories on their favourite topics is another excellent tactic to develop the motivation to read. Regular and meaningful, useful incentives must be given. In this way they will develop English language skills along with the familiar Indian culture. Slowly they should also be exposed to English culture by way of names, sports culture, festivals and films and songs.

Utmost importance must be given to learn and understand internationally intelligible English which is not culture specific. This can be done only outside the classroom. Is learning outside the classroom a new idea? It has been there since times immemorial in the form of home work, tuitions etc. The new aspect being advocated here is the non-formal nature of learning. In fact, it should not be called as learning. Acquisition might be a better word because of the unconscious nature of learning. Therefore communicative and contextual factors are the central notions in everyday language use. At a higher level the anthropologist Bronislaw Malinowski and his colleague the linguist John Firth gave a lot of attention to discourse (a full length conversation or an essay, a speech etc) as subject to be studied in a broader socio cultural context. Both Michael Halliday and Dell Hymes acknowledge primary debts to Malinowski and Firth in this regard (*Richards and Rodgers, Approaches and Methods in Language Teaching, 2001, CUP*). In a number of influential papers Halliday elaborated a powerful theory regarding the primary nature of interpersonal interactive skills as one of the most important functions of the language. (*Halliday, 1970*)

The students should learn how to talk and behave in non-formal social situations especially while speaking. These kinds of interactive skills cannot be taught in the classroom nor can they be practiced with situational dialogues/role play text books and activities. In real world they need communicative flexibility to adjust and adapt themselves according to different situations. These activities in the classroom are of course important and absolutely necessary but you cannot equate them with rehearsals.

They need real life experiences and it requires innovation and thinking out of the box creatively then and there. Therefore linguistic performance is not acting. Therefore natural language acquisition techniques need to be practiced and experienced. Psychological factors also play a major role here along with a host of other factors like culture, society, community, economic status, religion, region, ethnicity, age, gender, race, ethnicity and other variable factors depending upon the context. These cannot be taught or practiced. They have to be acquired by experience with a little bit of help from practice and imagination. So developing skills and suggesting techniques for self-learning is the only mantra for language acquisition necessary to perform well in informal social contexts.

So what are the practical tips that a teacher can give considering that, except 5-10% of our college students, none of them really care about English outside the English language classroom or at the most school / college premises forget about English language outside these circles.

Language labs of weekly 3 hour duration are the best source to motivate and improve their skills. They should be told about the golden opportunity of the 4 years of presence regularly in college from 9 to 4 pm i.e. around 7 hours per day and even around 2 hours per day of travel companionship. Since the age 18 – 21 is a very impressionable age for students, convincing them of this need is absolutely difficult. If we talk about job prospects for 18 year old students many of them responded that, “have we already become so old as to think about jobs and responsibility” – can’t we enjoy our college life? This will certainly be a majority opinion in the classroom. So how to motivate them? The key is not to talk about jobs and responsibility but about benefits, enjoyment and status if one talks or writes in good English.

Language clubs or social clubs along with literary clubs should be formed. They should hold regular competitions, definitely once a week, and give good prizes to winners then and there itself after the competition preferably by the principal. Why are such routine things so important? In many schools and colleges there are such forums or clubs but only for namesake. They are activated only during school / college annual day or Republic Day or Independence Day celebrations. The prizes given are also some silly mementoes. Therefore many students are not really motivated to perform.

At a higher level Internet and Facebook, blogs, online communities can be used for such forums, associations and clubs. This is an innovative concept as there is no financial burden for authorities so they will agree. But only rich people or those who have access to Internet can participate. These are a tiny few, who anyway might be good at English because of their family and social backgrounds. What about the majority who don’t have such facilities? They are the ones who actually need English.

At a professional level why should the English teachers take this entire extra burden? What will she get from all these activities except for professional satisfaction. Mere satisfaction does not give you money or promotions. One might get recognition and respect and love, but in the practical world of everyday necessities and harsh economic realities these amount to very little in real terms.

Establishing literary clubs is another useful source of learning outside the classroom. This forum will attract only dedicated book or creative writing lovers. Even though they may be few they will be a committed lot and can be relied upon for propaganda or any other such activities. Since they are highly self-motivated they won’t expect any incentives or prizes. Participating in such activities itself is a huge celebration and satisfaction for them. How should the English teachers mould them to be group leaders to promote English throughout the college? There are some useful practical tips.

A buzz should be created to develop the image of these students' group leaders so that others will take inspiration from them and not only try to talk in English regularly in a serious manner but also participate actively in English related activities. How to do it? It is not easy in the busy world of professional engineering students or even school or intermediate students. Then how to go about it?

Let us concentrate on the viability of literary forums to promote English. Students can read their poems. They can discuss latest novels and some important sections from those novels can be photocopied and read publicly for a better understanding. Personality Development books should be given preference. Some of them are:

1. You can win by Shiv Khera
2. How To Win Friends And Influence People by Dale Carnegie
3. Count Your Chicken Before They Hatch by Arindam Chaudhuri

Apart from such books regular group discussions should be held on topics like Time Management, Negotiation Skills, Exam related problems, the advantages of an open book examination system etc. Such topics are directly relevant to students and so they might be interested. Perception and attitude are the central issues in English language development in Indian situations. What are the other out of the box ideas?

All the above mentioned ideas/tips are already mentioned by many scholars but only in a general manner. I went into the nitty gritty of the issue and unraveled many small but very important practical problems in implementing these ideas. Implementation on a regular basis of these ideas is the only way to develop the English skills of our students without any extra cost or burden of time on them. In any case they have to spare an extra time of at least half an hour per day and the trick is that they should not perceive it as a burden or extra effort. It should look natural. As Stephn Krashen asserts in his book *Natural Approach* (1983) students with "*a low affective filter seek and receive more input, interact with confidence and therefore acquire language skills in a quick manner*".

Finally feedback is as important as actual implementation of ideas. 'Feedback is the breakfast of champions', goes a popular adage. So it is absolutely necessary for continuous improvement. A five point rating system is too routine. A questionnaire and that too a detailed one would be more helpful. A monthly review by all the English teachers in the same school / college is absolutely necessary. What could be the improvements required to make such forums interesting and more relevant and immediately useful for students resulting in greater enthusiastic participation. Some key words of their answers should be identified for greater analysis and indepth observations. As David Nunan observes one has to "*conduct a key word analysis, generating categories from the statements made by respondents and thus synthesize the statements in such a way as to reveal possible patterns*" for a greater understanding of the inner most feelings of both the teachers and the learners. (pg 146, *Research Methods in Language Learning*, CUP, 1992)

How to remove the indifference of the students and make them more self-motivated? We should not confine only to English language but make these activities more like personality development and more importantly helpful for students to develop techniques like concentration etc., in all subjects and especially exam oriented ones. Only then we can attract students regularly and therefore managements and other teachers also will take interest. Merely confining oneself to English language, communication and soft skills are not going to help us in this competitive world. English language teachers need to

diversify in allround interest of developing the skills of students in English language outside the classroom.

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Importance of Task Based Approach in Enhancing the Speaking Skills of Learners from Intermediate Level in the Rural Classroom

K. Kiran

Introduction

Task Based Approach (TBA) is introduced to learn language skills in an effective way and is an innovative approach and it creates interest in enhancing language skills of rural learners. It is emphasized to improve language skills through interaction in target language and is practiced through communicative process. In TBA, the learner would be benefited by the task-based approach and gets an opportunity to participate in task and activities in the language classroom and also outside the classroom. Feez (1998: 17) exclaimed that learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. Language is an interactive process and it should be learnt through the activities and tasks. The task-based approach is very different from traditional methods. Here, the student participates in activities and tasks, and would be benefited with real learning experience and it gives importance to self-learning.

‘Present-Practice-Production’ (PPP) method is a part of TBA and is very useful to learners of this method. The teacher gives a task to the learners and asks to complete the task. The learners are required to practice, drill over the sentences and repeat the tough words; all of these practices are useful to perform a task without mistakes on the stage. The last stage is the production stage and here the learner would be performed a task in the classroom. The activity shows a real life experience and focuses on meaning rather than grammatical structures and learners can use any language they want that will be useful to gain confidence initially and later on the students focus on the target language. The advantage of task-based approach is that learners are allowed to use whatever language they want to use, freeing them to use language and focusing on meaning rather than structure.

Use of task based approach in language classroom

In the language classroom, the TBA gives an opportunity to the learners and learners get real learning experience with task and activities. In the rural classroom, learners have stage fear and shyness and because they are in lacking confidence and encouragement, students hesitate to speak in English though they have enough information about the topic they encounter or learn in the classroom in their mother tongue. In these, circumstances, when students are motivated and encouraged to do tasks and activities, slowly they would come forward and try to do the task and activities which were assigned by the teacher. Willis (1996) produced detail frameworks that are very useful to develop language skills of rural learners in the language classroom that are pre-task, task, planning, report, language focus, analysis, and practice.

Pre-task

In Pre-task, the teacher gives a task and instructs clearly, what students will have to do in the given task. In this stage, re-ordering of the tasks while doing or playing the model task, if available, would help students to do task better. Teacher may highlight useful phrases and words for practice in pre-task in pair-work. Learners can be given preparation time to think about how to do task and perform in the classroom.

Task

It is very essential for students getting confidence and learning the language. The learners are asked to perform a task as a group or in pairs in the classroom and the teacher play a monitor role by supporting and cooperating the learners.

Planning

Learners are asked to prepare a report on task how they did a task and what was the outcome. They are needed to practice among the groups and teachers are available to clarify their doubts and to give some suggestions.

Report

Some pairs are asked to read the written report in the classroom and then all the pairs would have compared with the other pairs and teacher may be given quick feedback on the spot. Teacher also records their tasks for comparing with other the teams and gives feedback on the spot.

Analysis

The teacher may find out mistakes of the learners and highlights where the learners committed mistakes. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students are used during the task for analysis. The teacher also focuses on phrases and some expressions, which are being used by students in the classroom and the teachers correct them to improve their skills are doing corrections.

Practice

Finally, the teacher chooses language areas for practice based upon the needs of the students and what emerged from the task and activities. The students then do practice activities to increase their confidence and make a note of useful language. Practice is a very important factor developing language skills and rural learners should regularly practice the activities for enhancing their communication skills of rural learners.

Review of Literature

Ellis (2003) Task-based approach is the result of new development results of English education and the new development of the communicative approach, stress on learning by doing. In his opinion, tasks based an approach, which gives an opportunity to English education and communicative approach; language can be learnt by tasks and activities. In the task, whenever learners are being focused on meaning then slowly structures can be learnt. In this context, Prabhu (1987) exclaimed that “structure can be learned when attention is focused on meaning and adopts meaning focused activities.

Willis (1996) identified six main types of tasks, including listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative task. Some of the examples of task based language teaching were proposed by Long (1985:89) as follows: “A piece of work undertaken for oneself or for others, freely or for some reward.

Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in every life, at work, at play and in between.” All these tasks are very basic things to develop language skills in rural classroom that are asked by the teacher to do and learners are suggested to practice in the classroom and outside the classroom. Some tasks like giving directions and borrowing a library book are very useful to learn language skills, which will increase their confidence level, and language skills of rural learners.

Richards suggested “an activity or action, which is carried out as the result of processing or understanding language (i.e. as a response) for example, drawing a map while listening to a tape. Listening to an instruction and performing a command may be referred to as a task. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.”(Richards, ET al.1986:289).

Teacher has to understand the level of learner, and then ask them tasks that are very easy and useful and which will create interest to them.

Suggestion to the teachers of English while TBA is followed in Rural Classroom

Teaching English and particularly teaching speaking skills is the toughest job for any teacher of English teacher and teaching in rural areas where there is no minimum infrastructure is the most difficult task. However, a teacher of English can teach speaking skills if the following are considered:

- organizing the classroom well,
- preparing a lesson plan with the available authentic materials (newspaper and magazines) a great source for preparing tasks such as *A Talk on a favorite personality*, *Discussion on the present politics*, *Crime News*, and etc,
- use of camera (mobile) for recording the tasks and activities and also to play the recording of the tasks done in the classroom,
- dividing the class into small groups of (four to six)in each group,
- giving every student an opportunity to speak in the classroom,
- solving the problems in a friendly manner to avoid disappointment in learners,
- removing the inhibitions and shyness by meeting the students outside the classroom and if possible asking the student to meet to discuss the problem on a one to one basis,
- preparing tasks and activities which are more relevant to the student’s life and society (e.g. Tasks and activities familiar to the learners and tradition and also the familiar topics), and
- giving enough time to learn to practice.

Conclusion

Particularly, TBA gives an opportunity to the rural learners and this is a very simplified approach to teach speaking skills. Students are needed to engage independently for learning language (speaking) skills. Speaking skills can be developed by interacting through group work, discussion, and role-plays that will create interest in the learners. By encouraging learners to learn from their classmates by doing tasks and activities creates a space for Speaking in English independently and this builds confidence in students when teacher acts as a facilitator and organizer of tasks and activities.

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The Graphological Constituent Structure of One to One Synchronous Online Communication: an Analysis of Facebook Chats

Dr. B.V. Rama Prasad

The aim of this paper is to analyze the graphological constituent structure of one to one synchronous online communication and face book chats have been used here for analysis. In particular this paper tries to see how sentence endings are graphologically represented in face book and how line, sentence, and transmission units interact with one another. The aim is to describe some of the options that are used by the participants (and also some that are not used) and not to give either a prescriptive grammar or a statistical analysis. The paper makes use of the concepts in Halliday and Matthiessen, 2004 and in Baron, 2008. The concept transmission unit has been taken from Baron, 2008.

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First of all, let us try to see why focusing on online communication is important. The new millennium English speakers- including those for whom English is the second language-are now increasingly becoming comfortable with computers and internet. Even in a small place where I teach, most of my students have face book accounts and are very active in using it. In fact, face book is the only place they use English outside the classroom. Most of my students' fluent communication in English happens through face book chats, even with me. So English language teachers should note the fact that many students use English without fear through online social groups and see how that can be taken advantage of. An effort to describe some aspects of online communication is a prerequisite for that.

Let us now try to describe the nature of face book chats. We have focused here on one to one synchronous conversation (see Crystal, 2001:11-12) between people who are friends in real life too. We should remember that online communication is an evolving factor and trends that we see today can be outdated tomorrow. "An article on IM published in 1998 now reads like quaint history. Statistics collected six months ago are likely out of date" (Baron: ix). And as language is always in a state of flux, even as we read this, trends may change. It is also possible that the same user may not consistently use the same kind of language or may not consistently apply a rule everywhere. So the effort here is to see some of the options that are available and not to say that these are the features of face book chats.

Let us now talk about some of the graphological aspects of face book chats. Let us first talk about line. In writing, the line depends upon the size of the paper. Generally, there is a prescription that a word should not be broken. Modern day computers do that automatically. In face book, you have the option for dividing your chat into lines. To do this you have to press enter when you are typing. Otherwise, the computer itself divides your writing into a separate line after you have typed about sixty letters without space.

You can have a transmission unit also (see Baron, 69). Some people use one transmission per turn. Some use transmission units to indicate change in topic, as this example shows:

friend
truly speaking my students enjoyed ua paper as per it was in
a simpler way.....

yeah English optional for 1st and 2nd years.....
in SSET college Ullur.... on the way to Sagar

The above is part of a single turn from the participant. She has divided it into three transmission units and each transmission unit is about one topic.

Halliday and Matthiessen, 2004 talk about the graphological aspects of written texts. They say “----in modern English writing, we have the sentence (beginning with a capital letter and ending with a full stop), subsentence (bounded by some intermediate punctuation mark: colon, semicolon or comma), word (bounded by spaces) and letter”(7). In conventional writing, even in those that are mediated through computer, the above statement applies very conveniently. However, as face book chats share at least some aspects with conversation, the relationship between the punctuation and units like sentence and subsentence, becomes a bit more complex. But let us first analyze one stretch of conversation from a face book chat:

Friend
.. its so difficult to get one
because of recession

and this place oxford is a univ place with so many youth
unemployed..

they giv a lot of preference to the native..

This is a reproduction of how it appears on face book. Let us now look at the constituent structure of this:

| | | | | | | | | |
|----------|-------------|--------|-----------|-----------|--------|-------|------------|------------|
| | | Word | Word | Word | Word | Word | Word | word |
| sentence | subsentence | ...its | so | difficult | to | get | one | because |
| | | of | recession | | | | | |
| sentence | subsentence | and | this | place | oxford | is | a | university |
| | | place | with | so | many | youth | unemployed | |
| | subsentence | they | give | a | lot | of | pref | to |
| | | the | native | | | | | |

(The line divisions in the table are not a strict match to the line divisions in the chat quoted above.)

As we can clearly see here, the punctuation markers do not indicate the division into sentences and sub sentences. (As a comparison, we can see the graphological structure of written communication given in Halliday and Matthiessen; 6.) The sentence does not begin with the capital letter, there are no commas, and no full stops either. Then, how do participants in face book chat indicate these divisions? There seem to be many options that are available. Let us try to look it into some of them.

The sentences may be marked off from one another with the following strategies-

- a. Use of full stops and capitalization: There are some participants who still do that! But I will not illustrate this with examples as it is something we find in conventional writing also.
- b. The use of three or more dots: This seems to be the most preferred practice. Here are some examples to show it:

Friend
good morning to you too sir..... had Brunch sir.....? how
r u n son n mam sir.....

Here, we can see that the sentences are separated by dots. Even when a traditional sentence ending punctuation mark (?) is available, it is used after dots. This seems to be the most common way of separating sentences (Though it is much easier to type in one dot.) At the end of the contribution by the friend also we have many dots, more than in the first and second sentences. This increased number of dots may indicate that the speaker has stopped his turn and is allowing the other person to take floor.

- c. Another way of separating sentences may just be to send each sentence as separate transmission units. If you send two sentences as two different transmission units, it appears on your browser as having more space than between lines. Here is an example of that (I have tried to reproduce as faithfully as possible as it appears on the face book):

ha ha
I like to hear that
though I know it is a lie

If the same message was sent with sentences appearing only in different lines, it would appear like this:

ha ha
I like to hear that
though I know it is a lie

Many users of face book prefer to send each sentence as a separate transmission text. Thus, even though there is no sentence ending period after a sentence, they just press reply button, and then start typing the next sentence, even when they have not ended their turn.

- d. Now, some may even have no graphological indication of sentence ending at all as this example shows:

Friend
Hey Ramu How r u man after long time how is life still
remember me?

My sentences in face book chats are generally like this. But except for the example given above, I do not find any other user who is a friend of mine not use any indication of sentence ending.

To conclude, face book chats are an emerging linguistic situation. There are many options available to face book users as for as graphologically representing their contribution is concerned. To see if there are clear patterns in using these options, we have to statistically analyze a large data and of course, computers will help us in doing that.

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An Anxious Time: Exploring the Relation between Social Intelligence and Communication Apprehension

Rincy Mol Sebastian & Dr. K. P. Meera

Introduction

Language is a mental model, framing activity and behaviour. It is part of the mindscape and the most remarkable tool that man has ever invented and is the one that makes all others possible. The study of language and its uses there fore provides the basis for understanding the nature and scope of social interaction and communication in human life. Hence the recent movement is communication across the curriculum. The obstacle in the process for effective communication is commonly Communication Apprehension (CA). High CA can impede an individual's communication ability and social opportunity (Francis&Miller 2008). Sometimes social competence could be a useful resource in various aspect of human development. . Many teachers, educators and researchers expressed the conviction that the prime intention of language acquisition is to permit the students to converse with people coming from diverse linguistic and cultural backdrop. The challenges of the 21st century want a child to be communicatively competent.

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Communicative competence considered as one of the most critical personal qualities sought by most employers, educationists etc. When we communicate, we transmit information, thoughts and emotions as by speech, signals, writing or behaviors as a result it is adequately received and understood. The major aim of communication is to share meaning with in small and large groups which helps to develop higher order thinking skills. Competence in language should be achieved for the effective transfer of ideas. One's personality is best reflected in the way one puts across the message. Despite having language element in store, people, may be inefficient in the language .Exposure has much to play in making one competent in any language.

Communication Apprehension

One of the vital concerns for those who are in search of communication proficiency is communication apprehension. Communication apprehension as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 1978). This fear or anxiety limits the individual in developing interpersonal relationships and succeeding both academically and professionally. Communication apprehension is an obstacle in the effective conveyance of what one has in mind. No form of apprehension is culminated all on a sudden. One may be apprehensive because of the perceptions of the operation of language in the society. Society is craving for perfectionism with respect to language use.

Every one has desire to involve in discussions, however the process of verbalizing is repressed, because of nervousness or reticence. It affects the social skills necessary for children to interact in the society. Students inclined to confine their occupational aspirations to professions that need little verbal interaction. Communication anxiety should stand as a villain right from the inculcation of a yearning spirit for the acquisition of social interaction and communicative competence.

For years, research studies and journal articles have emphasized the importance of communicative competence. Gumperz (1970) described the acquisition of communicative competence in varying cultural and social settings. Flauto (1999) emphasized the relationship between leadership and communicative competence Gertner, Rice & Hadley (1994) examined the influence of communicative competence on peer preference in a

preschool classroom. One factor that yet to be examined is social intelligence and its relationship towards communication apprehension.

Social intelligence

Social intelligence “is the ability to understand and manage men and women, boys and girls to act wisely in human relations (Thorndike 1920).” It is an intelligence to indulge on personal, others and the social circumstances. It is also a capacity for connecting with and influencing and this social competence could be a useful resource in various aspects of human developments.

Social intelligence makes an individual to effectively participate in a society (Green & Ruyter 2010). A socially intelligent person interact effectively, should have a definite compassion and shared admiration and consider the needs and requirements of other people, in addition they have a capacity to foresee others reactions and behaviors.

There is an extensive body of research on communication and the related constructs of reticence, shyness and unwillingness to communicate (Ketan, Kelly, Pribyl 1997). The self esteem of the apprehensive students is lower than that of the less apprehensive students (McCroskey & Richmond 2006). The intention of this study was to extend our understanding to find out whether a socially intelligent person is devoid of communication apprehension. Studies on the relationship of social intelligence to communication constructs have been limited. Hence, this study aims to find out the relationship that social intelligence with communication apprehension among higher secondary school students of Kerala..

Objectives

1. To study the difference in social intelligence and communication apprehension between boys and girls.
2. To find out the relationship between social intelligence and communication apprehension for the total sample and the sub sample based on gender.

Method – Participants

The present findings were based on a sample of 324 students of standard VIII and IX drawn from various secondary schools of Kerala .There were 215 boys and 109 girls. The age of participants ranged from 13 to 15.

Tools Used

The tools used for the study are:

- i. Tromso Social intelligence scale (TSIS; Silvera, Martinussen, & Dahl, 2001).
- ii. Communication apprehension scale (Meera and Rincy, 2012).

Construction of tool - Tromso Social intelligence scale

This scale consists of 21 items and involves three subscales: social information processing, social skills, social awareness. Each item of this scale is a statement concerning an ability related to the social intelligence concept. Internal reliability for each of the three factors was evaluated using Cronbach's alpha coefficients. Based on this measure, the SP =79, SS=85 and SA=72. Subscale all showed acceptable internal reliability (TSIS; Silvera, Martinussen, & Dahl, 2001).

Communication apprehension scale

Communication apprehension scale consists of 42 items and it was used to assess the communication apprehension of secondary school students. Each scale item measures anxiety associated with public speaking, social environment, evaluation by teachers and peers, physical discomforts, meeting group discussion, interpersonal communication and conversation. The students answered to the question indicating their level of Communication Apprehension in a five point Likert type scale. A high score shows an above average communication apprehension and the low score shows the students experience low communication apprehension. The reliability of the communication apprehension scale was calculated using the test-retest method. The sets of scores thus obtained were analyzed using Pearson's Product Moment Correlation. The reliability coefficient obtained was 0.76. To establish face validity the items in the scale were subjected to expert's evaluation. The expert confirmed that the items were able to assess the Communication Apprehension of secondary students. It indicates that the communication apprehension scale is valid and reliable tool to assess the Communication Apprehension of secondary students.

Procedure

Descriptive survey method was conducted on the secondary students of Kerala for collecting data. The data collected were subjected to statistical analysis. For the preliminary analysis of scores, statistical techniques like mean and standard deviation were computed. Correlation analysis was used to determine the relationship between the two. The tests of significance for difference between means were also used to compare the means.

Results

The data and result of the test of significance of difference between the mean scores of male and female's in social intelligence and communication apprehension scores. The test of significance of difference between the mean scores of male and female social intelligence and communication apprehension.

| Variable | Male | | | Female | | | 't' value |
|----------------------------|------|--------|-------|--------|--------|-------|-----------|
| | N | MEAN | SD | N | MEAN | SD | |
| Social intelligence | 215 | 79.72 | 13.16 | 109 | 80.31 | 12.93 | 0.385ns |
| Communication apprehension | 215 | 160.55 | 56.4 | 109 | 166.32 | 54.92 | 0.921ns |

Ns: not significant

Social Intelligence

The table shows the 't' value between social intelligence and communication apprehension scores of male and females. The obtained'-value of social intelligence is 0.385 which is not

significant even at 0.05 level. So it can be concluded that there is no significant difference in the mean scores of male and female students in their social intelligence.

Communication apprehension

When the mean scores of communication apprehension between male and female students were compared, the obtained 't'-value is 0.921. It is not significant at 0.05 level. The conclusion is that there is no significant difference in the mean scores of male and female students in their communication apprehension.

The relationship between Social Intelligence and Communication Apprehension was found out for total sample and sub samples based on Male and Female.

Correlation Coefficient of Social Intelligence and Communication Apprehension for Total Sample and Sub sample Based on Male and Female

| Sample | N | Correlation Coefficient | Level of Significance |
|---------------|-----|-------------------------|-----------------------|
| Total | 324 | -0.513 | 0.01 |
| Male | 215 | -0.581 | 0.01 |
| Female | 109 | -0.383 | 0.01 |

Table 1 reveals that significant but negative correlation coefficient was obtained between social intelligence and communication apprehension. The obtained value for total sample is -0.513 , which is moderately significant at 0.01 level. The obtained correlation coefficient of sub sample male is -0.581 . It is also moderately significant at 0.01 level and the obtained correlation coefficient of sub sample female is -0.383 , which has a low correlation but significant at 0.01 level. Hence it can be said that there is a significant negative correlation between Social Intelligence and Communication Apprehension of secondary students for the sub sample based on gender. The negative sign of the entire coefficient indicates that an increase in social intelligence causes a decrease in communication apprehension and vice versa. Hence it can be said that there is significant correlation between Social Intelligence and Communication Apprehension of secondary students for the total sample and sub sample based on gender.

Discussion of the Result

The findings of the study revealed that there is no significant difference between male and female students with regard to their Social Intelligence and Communication Apprehension. Gender difference has no impact on the level of Social Intelligence and Communication Apprehension. But there is significant negative correlation between both the variables. Individuals who are high in social intelligence are free from the level of their Communication Apprehension because they could regulate their emotions according to the needs of the society.

Conclusion

In the socio educational scenario, children are subjected to extreme competitive pressure. Social intelligence is highly essential for the successful performance in higher education. The limited nature of the study would provide an important base for the factor that is affecting the secondary school students. From the study it is found that there is significant relation between Social Intelligence and Communication Apprehension of secondary students of Kerala. In an overview of the present educational scenario of Kerala,

we come to know that Communication Apprehension will affect very badly on the teaching learning situation. Traditional classrooms do not permit the interaction of complex social behavior. Instead children in traditional settings are treated as only learners who must be infused with more and more complex forms of information (Pettersson, Postholm, Flem, Gudmundsdottir 2004). Leadership qualities of a child could flourish only if he will be free from communication apprehension. Communicative competence is prerequisites for effective leadership (Flauto, 1999) and communicative traits are important predictors of leadership emergence (Limon & France 2009). Few educational leaders have taken this position as a starting point to develop a school environment where social interaction could flourish. If we follow this line of thinking then children must have an opportunity for continuous every day interpersonal experiences (Pettersson, Postholm, Flem, Gudmundsdottir 2004).

As the flowers of a living garden, children should enjoy the world in its fullness. So the students should be equipped to meet the problem and develop their social intelligence so as to make them free from Communication Apprehension. Play therapy for children is an effective method to improve the social interaction of students. When children play, they reveal much about themselves to their playmates, and then their quality of social interaction will improve. Much of the research linking to play and social interaction skill is co relational in nature. They will communicate with their peers and teachers with out much hesitation and anxiety. They try to mould themselves by maintaining social relation. So students should be encouraged to participate in various plays, classroom activities with full easiness. Social skill training programmes, cooperative learning strategies can be used to reduce the Communication Apprehension of students. Personality of an individual is influenced by the social environment and their communicative abilities. If one is reluctant to speak to his/her community that will affect the expression of personality in his/her school and also in the future. All personality dimensions were positively correlated with Social intelligence (Chamorro-Premuzic, Dissou, Furnham, and Bales 2012). One's social intelligence seemed to have different effect on the personality development of an individual. If one has social intelligence he/she could easily maintain his/her emotions.

So teacher's role is crucial to engage energetically in the problem of his/her students to develop their social intelligence and communicative competence. What happens in the classroom stage represent the future development of a child? A classroom is a complex world; a stage of many actors, voices, genres and competing forces (Pettersson, Postholm, Flem, Gudmundsdottir 2004). As we are teachers and teacher educators we should take necessary steps to improve their social intelligence so as to make them free from Communication Apprehension.

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Building the Writing Habit in Students

M. Santhi Priya

If mankind, in the form of Homo sapiens, can be traced back to 100,000 years ago, then the human activity of writing is a fairly recent development in the evolution of men and women. Since then, many different writing systems have evolved around the world. It is only in the last two hundred years or so that literacy –that is being able to read and to write – has been seen as a desirable skill for whole population, not just for the efficient running of society but also for the fulfilment and advancement of individuals. Thus we no longer have to ask ourselves whether writing is good thing or not. We take it as a fundamental right. As Chris Tribble says in his book on writing, ‘to be deprived of the opportunity to learn to write is.....to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige’.

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However long ago writing really started ,it has remained for most of its history a minority occupation. This is in part because though almost all human beings grow up speaking their first language (and sometimes second or third)as a matter of course, writing has to be taught. Spoken language , for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.

Education transforms lives and societies and the ability to read, and write, gives adults and children a huge advantage over those who are not so fortunate. In the context of education ,it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students ‘writing proficiency in order to measure their knowledge.

“All children are born with potential and we cannot be sure of the learning limits of any child” (Robert Fisher, 2001, p.1).

In a class no two students can be the same in terms of language background, learning speed, learning ability and motivation, these aspects of natural ability is the beginning of learning new things in a new environment. According to (Hallam & Toutounji, 1996; Harlen & Malcolm, 1997) that the key to success is not how pupils are grouped but the attitude and skills of the teacher in the classroom.

Explaining the role of a teacher Tomlinson(1999, p.g.2) “In differentiated classroom, teachers begin where students are, not the front of the curriculum guide” the teacher must be ready to “engage students in instruction through different learning modalities, by appealing to different interest and by using varied rates of instruction along with varied degrees of complexity” Ireson & Hallam (2001) suggest teachers need to recognize that a class is mixed ability because children have different strengths and weaknesses and develop at different rates.

On a common basis every student has to be treated and developed on the following grounds to enhance their writing skills:

Building confidence and enthusiasm

Although some students are always happy to have a go at writing English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. The students’ reluctance to write can also be because they rarely write even in their own language and so the activity feels alien. With students like this who lack familiarity or confidence with writing. We need to spend some time building the writing habit – this will

involve choosing the right kind of activities with appropriate level of challenge. An engaging writing task is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good. When students are 'switched on' by engaging tasks there is a good chance that some of their doubts about writing will disappear.

What engages people may be different for different students. For example,

- ✓ Music can be used to awaken the students creativity.
- ✓ Pictures can have effect for those who are stimulated by visual point.
- ✓ Some respond to kinaesthetic stimulation.

What students need to build confidence and enthusiasm

Information & task information - students need to have the necessary information to complete the task. This means that they need to understand clearly what we want them to do and they need, also, to be absolutely clear about any of the topic detail that we give them. If we ask them to write a description of an object, student should have a clear understanding of the topic and proper guidance to accomplish the task.

Language - This involves offering students suitable or contextual words, phrases, and parts of sentences to complete the task.

Ideas - Teachers need to be able to suggest ideas to help students when they get stuck. For some this may be just a word or two. For others we may need to dictate a half sentence or even something more substantial. One of the skills of a good writing teacher is to be able to throw out suggestions without crowding out the individual students with too much oppressive detail.

Patterns & Schemes - One way of helping students to write, even when they may think they do not have many ideas, is to give them a pattern or a scheme to follow. In this case students are given a frame to write in and, while this may make the task less creatively free, it does offer the writers support.

When students are involved in this kind of process writing which aim to build the writing habit - whose principle aim is to have students writing fluently and enthusiastically, often with more spontaneity and less actual preparation. Students participate actively in the tasks.

Instant writing and collaborative writing are two other areas of Habit building.

Instant Writing

There are stages in any lesson where students can be asked to write on the spot, without much in the way of preparation or warning; this is instant writing. This writing is not part of a long writing process; it can be used whenever the teacher feels it is appropriate. The tasks may each take only ten or fifteen minutes or be even shorter; but a regular diet of such tasks will boost students' confidence.

The following activities provide some examples of instant writing

Dictating sentences for completion

A very simple way of getting students to write creatively is to dictate part of a sentence which they have to complete about themselves.

'My favourite time of day is.....' students have to write the morning or the evening, etc. This can be extended of course. The teacher can say : 'Now write one sentence saying *why* you have chosen your time of day'

Few more examples

The best film I have ever seen is.....

'One of the most exciting things that has ever happened to me is

Writing sentences

Students can be asked to write two or three sentences about a certain topic. For example, suppose students have been working on the topic of 'hopes and ambitions', they can write three sentences about how they would like their lives to change in mere future. If they have been discussing anti-social behavior, the teacher can ask them to write three don't sentences (e.g. don't listen to loud music after eleven o'clock)

The weather forecast

At the beginning of the day the teacher asks the students to write about themselves and their day as if they are writing a weather forecast: what's the "weather" like now? Are you happy or tired, listless or energetic? How are you likely to feel later on, in the afternoon?

Activities like this work extremely well for students, because they allow them to be creative in an amusing and thought-provoking way.

Using music

Music can be a very effective way to stimulate a writing activity since it often provokes strong feelings and ideas. Among the many ways music can be used to stimulate instant writing are the following.

Words

One activity is to play a piece of music and have students write down any words that come into their heads as they listen. When students have written down the words which the music has suggested to them, they can share their words with the rest of the class to see how others have reacted.

Film scores

In this activity student listen to a piece of music and then create the opening scenes for a film that the music suggests to them-they can write in note form if they wish. Once the students have written the scene they imagined they can compare what they have written with their classmates.

Teachers should use musical activities sparingly, for two reasons. First the music activities work best when they are unusual and which as a result allows them to provoke students creativity. Second, not all students can respond immediately to music.

Using pictures

Just as music can provoke creativity in students- especially those who are particularly responsive to auditory stimuli – so too pictures work really well as spurs to written production. Pictures are often used to present situations for grammar and vocabulary work.

Among the many ways of using pictures for writing are the following

Describing pictures

one way of getting students to write is to write description of any given picture. When students describe we need to be sure they have the vocabulary necessary for the task.

Suspects and objects

a variation on picture description is to give students a variety of pictures and ask them to write about only one of them. The pictures are put up on the board. The students then give their descriptions to another student who has to identify which picture is being described.

Portraits

Whether students are shown portraits or shown reproductions of them in text book, they can be used for a number of stimulating acts. Students can write a letter to a portrait, asking the character questions about his or her life and explaining why they are writing to them. The teacher will tell the students to study the portrait and think about the person they see there. Do they look happy or sad, extrovert or introvert? When they have studied the portrait they will know what kind of letter they want to write. We can also ask students to write a '*day in the life dairy of one of the characters*'. They can imagine what someone who looks like that does for a living and how they might spend their day.

Story tasks

Students are given dramatic pictures (such as *a man crossing a road, people in a street protest, or someone who has come face-to-face with a wild animal*) students can be asked to write what happened next.

- ✓ Students can be given a series of pictures of random objects and told to choose four of them ,and write a story which connects them.
- ✓ Students can be given a picture and a headline or caption and asked to write a story which makes sense of the picture and the words.

Writing poetry

Poetry writing activity can be immensely satisfying for students precisely because they can express themselves at a much deeper level than in other writing activities. Something really meaningful and powerful can be written in a much shorter space and time than a 'report', narrative'or 'essay' might take. Poetry writing also allows students to play

Collaborative writing

Successful collaborative writing allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge, and it imbues the task with a sense of shared goals which can be very motivating. Collaborative writing ,as exemplified in the following activities, has the power to foster the writing habit in a unique way.

Using the board

One way of making collaborative writing successful is to have students write on the board .This gets them out of the chairs ;it is especially appropriate for those who respond well to kinaesthetic stimuli. Each time a new student goes up to the board,to perform activities ,the rest of the class can help by offering suggestions,corrections,or alternatives.This kind

of writing activity has the great advantage of creating a clear focus for everyone in the room, and can create a feeling of shared achievement.

Dictogloss

It is a procedure in which students re-create a text or story that the teacher reads to them. One purpose of this activity is to make the students analyse the difference between their written recreations and the original which they have heard. This activity is useful for vocabulary acquisition and on top of that it is especially appropriate for building the writing habit.

Writing in groups and pairs

Rewriting sentences – in one sentence-rewriting activity, students are presented with a stereotypical statement and asked to amend it to reflect the opinions of the group. This provokes discussion not only about the topic but also about how to write a consensus appropriately.

Example – teacher chooses a topic for the students to consider.

Boys like football

Girls like shopping

Students have to rewrite the sentences so that they accurately reflect the views of the group. This activity can be made competitive by making the winning pair or group the one which produces the most words with the fewest mistakes.

First lines, last lines

Just as pictures can be used to provoke story writing, so first and last lines of possible stories can also be used to get students' imaginations going. Students can be given either the first line of a story (e.g. *when she looked out of the window she saw a red car parked across the street*) or the last line (e.g. *He told himself that he would never go to the cinema by himself again*). To complete this task students discuss the situation in their pairs or groups and create a story which follows on from the first line or ends with the last line.

Story circle

It is a common group writing activity which has all the students writing at the same time sitting in a circle. Each student has a blank sheet of paper in front of them. The teacher dictates the first sentence of the story and they all write it on top of their piece of paper. Each student is told to write the next sentence of the story. Once this has been done they all pass their piece of paper to the left and each student writes the next sentence. In this way there is completion of story by every student contributing to the task. Despite problems of expression, the participants had produced something in writing without much preparation and they have taken pleasure in doing it.

Directions, rules, instructions

Students can be asked, in groups, to write the four (or five, or six) principal rules of a game they like and know how to play. Groups can be asked to write instructions for an activity anything from a dance to assembling a piece of furniture or computer program.

Writing to each other

A further way of provoking student engagement with writing is to get students to write to each other in class time. At its most basic level, such writing involves students

writing notes to each other. The teacher can ask individual students to write a question to another student in the class. This can be anything from *where are you from? To What do you find most difficult about learning English?*

Writing letters

Students could read an article and then write a letter to an imaginary newspaper giving their opinion then given to different classmates who each have to write to the same imaginary newspaper either agreeing or disagreeing with the letters in front of them. When the letters have been completed the teacher can display them on the notice board.

Such invented-purpose tasks can be extremely motivating since they give students a reason, to participate and express their opinion. Just as role-playing can have immense benefits for some students in the development of their oral competence, so too this kind of written role-play can have the same effect.

Conclusion

The one purpose to inculcate writing habit in students is to help them become fluent writers. The writing fluency that has been encouraged by activities may well bring mistakes with it. It is quite natural, because quickly produced work like this presents ideal opportunities for students to have a go with the language at their disposal, what teachers need to be able to do, therefore is to help students enjoy their work and take pride in it and, at the same time use what they have produced for correction without destroying the positive atmosphere which the tasks, hopefully, have created.

Susan Bremner (2008) (P.g 2) Fisher (2001) suggests that many children don't achieve their potential because they are told "to make a journey but they have no map" (p.1). Children cannot overcome blocks to learning if they have not learnt how to learn. Teachers should act as role models for learning and teach pupils how to become independent and effective learners (Susan Bremner). According to the *Pygmalion effect or Rosenthal effect* the greater the expectations placed upon a student the better they perform. Therefore, success of a teacher or benefit of a student is solely depended on the lecturer's ability to handle the class efficiently; distributing the work equally, according to the talents and weaknesses of the students and helping them to come out confidently. Teachers are "diagnosticians, prescribing the best possible instruction for their student" Tomlinson.(1999)(p.g2)

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Mastery of Vision for Engineering Graduates

Dr. Sudarsan Sahoo

Vision is the ability to set direction by a strong personal philosophy. It is the ability to communicate and articulate with passion for different directions and dimensions of life. This faculty serves as inner compass that guides and influences one's actions. It is the inner motivator and guardian angel of our purpose. This inner compass provides resilience and strength to overcome all kinds of obstacles of life.

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These qualities are essential components of mastery of vision. This talent serves to know who we are and what we are compelled to do with our lives. The man with strong personal philosophy has words and actions consistent with each other. When our actions and words are consistent with each other with this personal philosophy, it is our sense of authenticity. When inconsistent, it is our sense of discontent and discomfort.

The engineering graduates have to develop this skill in their organizations. They are to be competent and intelligent leaders in organizations with this force and vision. This vision serves two essential purposes of an intelligent leader. A clear vision helps the leader to stay motivated towards his work. The clearer the leader can see the mission, the better chance the leader has to achieve the mission. The leader with mastery of vision is better equipped to interact with and inspire followers. The leader in the organization has concrete mission for the development of the organization. The term leader implies that he/she has a mission or a cause and the vision is essential to engage himself/herself. He can lead followers in clear directions.

Refining the Vision

The leaders of all levels have vision for their area or department or company. The competent leaders have to conceptualize their vision or refine an existing vision. It is quite essential to differentiate the statement of vision of the company from the vision that the leader has for his or her area. Although the vision of the leader should feed into the larger company vision, it is appropriate for each leader to have a "vision within the vision". This ability of the leader enables to personalize his or her work and inspire his or her followers to see how their unit or department fits into the larger picture.

Sharing the Visioning

It is fruitless of idea of having the vision and not sharing with employees and others in the organization. Emotionally intelligent leaders have to share this mastery passionately. The pivotal attention of the executives of the organization is to encourage the participants to enhance their working zeal and force. The senior executives need to share his vision because of these reasons:

- (1) The junior executives of the organization are not mind readers. The leaders cannot expect others to share the mission /vision unless it is stated.
- (2) Sharing the vision reinforces the way in which the leader perceives the ideal future.
- (3) Sharing the ideal future puts all members of the team on the same path.
- (4) Sharing the ideal future allows people to bring creative energy and purpose to the vision.
- (5) Sharing the ideal allows others in the organization to see the direction in which the leader is headed.

The leader of the organization is to tie the actions and thoughts of the employees to the vision every day.

Spirit killers in the organization

The present research has identified the five spirit killers in the organization. These spirit killers contribute the low productivity and morals in the organization. They are mentioned below: Page | 186

Incongruent Action

When the boss says one thing and then turns around and does or reinforces the opposite, employees are quick to see the inconsistencies. High trust environments are built on consistent and congruent action. When the actions and words are often perceived as inconsistent, the trust erodes. This erosion of trust dampers morale and creates negative emotion inconsistent with high productivity.

Overcomplicating the vision

Sometimes leaders state visions that are so complicated we can barely read them. The competent leaders must be careful to keep their vision simple. People can understand and implement into action. Any ambiguities in the vision will create a negative impression on the workers. The workers in the organization will be inspired by the noble and clear visions of the leaders. They will be prompted into actions easily.

Sabotaging the vision

Only a few people in the organization know the vision, understand it and work it as per the direction of the leaders. Others deliberately sabotage the vision. The enthusiastic workers identify these people and expect leaders to do something in order to change their mind-set. The persons who sabotage the organizers and organizations are the devils of the organizations. They are the obstacles for the productivity and developments of the organization.

Lost in Detail

Some managers are so detail oriented that they simply cannot understand the idea of vision. Minutia consume their attention and blur the big picture. They are involved with minute observations of the organization. They can imagine that there is a better tomorrow they should be thinking in a creative way. The detailed observation of the facts and figures is important. But the details have to be connected to the big picture. The foremost duty of the leaders is to help everyone attend to the proper details to make the vision a reality.

The intelligent leaders know that the spirit killers listed above come with a price. The organization suffers a lot because of their low work force and culture. The prosperity of the organization depends on integrity and devotion of the employees of the organization. A conducive environment must be created to work with utmost zeal and force.

Applying visions to the people of the organization

Applying the vision for the people of the organization is a significant step for the leader. When we have a positive vision of our people, people respond and act in a way that supports our belief. When we have a negative vision of our employees or our team, our

team responds negatively. The perception of the leader has much to do with the performance that we receive. If we value and treasure our employees, we tend to treat them in a way that is consistent with this feeling. On the other hand, if we view our employees as a drain or a burden, then our actions reflect these feelings. The emotionally competent leaders know that he or she must first determine the correct vision of his or her employees before he or she can expect great or inspired performance. The leader knows that maintaining a positive, optimistic view of the employees will result in building bonds with employees that will lead to greater performance.

It is not suggested that leaders “put their head in the sand” and ignore performance problems. If such problem exists, leaders must address them properly. There is an important distinction between addressing a performance problems and picking at performance issues. The wise leaders know to address the big issues and create a positive, optimistic view of performance that enables success from those issues.

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Keep Talking! Assessing of Speaking and People Skills in Language Classroom -- A Case Study

Dr. Akkara Sherine

Can you imagine the freedom the students enjoy in classroom and the skills acquired when they are allowed to “Keep Talking”? Guided activities in the language classrooms, discussion on topics, arguments, engaging in debates, role-plays develop communication skills and people skills. The interactive sessions and discipline in class can strike a balance if the facilitator plays an important role in monitoring the activities in an effective manner. The area of this research study was taken up by the researcher after observing that the first year engineering students were not assessed for their speaking skills in the language classroom. This paper gives an elaborate account of the efforts of the researcher implementing Keep Talking Training (KTT) Module, in the language classroom. The (KTT) module comprised activities and tasks integrating cooperative learning technique so as to develop speaking and enhancing people skills in an explicit manner. The paper also deals with effective evaluation techniques employed in the classroom assessing English language proficiency and people skills.

What is the Need for Explicit Training in Skills?

College life and academic community have changed rapidly during the last decade and several attempts are being made by the academicians to make formal education tailored to suit the work sector needs. Higher educational institutions are one of the key players in identifying and enhancing the skill requisites of the students who are the prospective employees of the future and are responsible for success in the world of work. Regarding the inclusion of skills in higher education to improve employability, The Dearing Report of 1997 states:

We believe that four skills are key to the future success of graduates whatever they intend to do in later life. These four are communication skills; numeracy; the use of information technology; learning how to learn . . . The intellectual attributes developed by higher education are needed in employment but so are other capabilities. Apart from the key skills of communication, numeracy and capability in communications and information technology, those in work increasingly need to be able to be flexible and adaptable, to work in teams, and to manage their own development and career. (3)

There are a few researchers who have realized the importance of integrating people skills and communication skills in higher education and also have successfully incorporated the same in the curriculum as Personal Development Programme

Keep Talking Training (KTT) Module

The language syllabus of the first year engineering students at the University caters to listening, speaking, reading, and writing and thinking skills. However there is no formal assessment of speaking and people skills and activities enhancing speaking skills. The most important requisite skills by the workforce are communication and people skills. Therefore inclusion of activities developing speaking and people skills and assessing these skills must be an integral part of the language curriculum. A question that haunts academicians at present is, “How can we make academic learning more satisfying and productive in higher educational institutions so as to cater to the work force requirements?” The Keep Talking Training (KTT) module incorporated in the language classroom by the researcher, constituted several tasks and activities focusing on speaking and people skills and several evaluation techniques to assess the mastery of the specific

skills by the students. Continuous practice of self-evaluation, peer evaluation and the application of particular people-skills in different tasks through the (KTT) module helped the researcher to keep track of the progress of the students. The Module includes tasks related to speaking and developing people skills. Fotis explains intercommunication as the synthesizer, coordinating all the other people skills--personal ethics, adaptability, tact, credibility, persuasiveness, objectivity, initiative, and self-discipline. Each of these skills has its own positive value in interpersonal relations. Intercommunication capability creates the power to use all of them most effectively (57). According to Sherine et al., "personal ethics develops the personal effectiveness of the students and it results in effective learning outcomes and peps up their job prospects" (38).

In "The Study Skills Handbook" Stella Cottrell highlights the fact that skills can be developed by the learners through practice. A continued study and a reflective, active, self-evaluating approach to learning can develop a deeper understanding in the longer run. Cottrell exhorts the learners to be largely responsible for their own learning (1-2). The skills of language have to be actively practised by the learner to master and use the same effectively. A shift from the teacher-fronted classroom to learner-centered classroom, by providing opportunities for improving their self-image and self-awareness, shedding anxiety and fear, and motivating them to take responsibility of their own learning of skills through self-evaluation would enhance language learning and personal effectiveness and lead the learners to the world of work.

Need for New Strategies in Teaching

The researcher advocates the need for new strategies to complement conventional teaching. Since this research study is based on assessing the speaking skills, the experiential approach to learning is more appropriate as it links theory to practice. David Kolb explains, "Learning is the process whereby knowledge is created through the transformation of experience" (38). According to Yaure Robin and Shawn L. Christiansen, studies have also found that cooperative learning promotes higher individual achievement in areas such as knowledge acquisition, retention, accuracy, creativity and higher level reasoning. "Small group-based instructional methods such as: cooperative and collaborative learning have been used to help students learn the skills of working well with others" (287). Johnsons and Johnsons have great and matchless contribution in the field of cooperative learning. Cooperative learning is doubtlessly a great way of learning. It is a great field of research and study as well. According to Johnson and Johnson, the most basic elements or pillars of cooperative learning are: individual accountability, positive interdependence, face-to-face promotive interaction, Group processing, and Interpersonal and Small group skills. Positive interdependence refers to the 'feel' of each other (n.p). Strategies and exercise that encourage talking in class is the ideal platform to excel in speaking skills. Brown Gillian and Yule George, made an interesting distinction by classifying speech in following three categories namely 'Talk as Interaction', 'Talk as Transaction' and 'Talk as Performance'. According to Brown and Yale on assessing spoken English production:

Teachers may also wish to make informed judgements on the pronunciation and fluency of their students' speech. We suggest that the teacher should continue to assess these features, not in isolation, but as part of his assessment of the students' ability to communicate effectively in the spoken mode (103).

Five Simple Exercises to Enhance Speaking and People Skills

The main objective of the Keep Talking Training (KTT) module is to develop the speaking and people skills in the target learners. Five simple exercises are discussed in this

paper; it comprises fish bowl technique, buzz group discussion, talk show, chain debate and role-play. The exercises given below are subdivided as activity, implementation, observation and evaluation results. Self evaluation and Peer evaluation techniques were incorporated for the students prior to the implementation of activities in the classroom and also after the successful implementation of activities in the classroom related to enhancing speaking and people skills.

Exercise 1: Fish Bowl Technique

Activity: Group discussion plays an important role in developing interpersonal skills, coping skills, respecting others views and developing mutual respect. This activity is an innovative group discussion and is termed “Fish Bowl”

Implementation: The students were asked to sit in groups. The “Fish Bowl” technique was explained by the facilitator so as to help the group members to practice a unique method of discussion. The method of practice involved two steps. The seating arrangements were different from the regular group discussions, the students were seated in two concentric circles, the members of the inner circle discussed the topic by interacting using several methods such as problem solving, discussing, debating etc., while the outer circle observed them and provided feedback.

Observation: 45.8% participants showed initiative during the discussion and the remaining students were eager to observe the discussion and provide their feedback.

Exercise 2: Buzz Group Discussion

Activity: The Buzz Group Discussion is a unique group activity that promotes generation of ideas; it involves teamwork and brainstorming of an array of innovative ideas.

Implementation: The instructor gives the topic, “**The Educated Indians Lack National Commitment**” to a group of students. The representative of each group takes the responsibility to write a carefully-phrased question or statement on a flip. Each group discusses the statement for about 10 minutes and produces a list of ideas. The ideas from each group are written on flipcharts so that everybody can see them. For example, a group had written “Engineering students after their studies in India opt for employment overseas as a result of which India faces loss of committed engineers.” Another group had written the same idea, “IITians after their study move out of India for better job prospects abroad”. The participants scanned the lists, and then the facilitator asked them to find out the common elements in the lists. The discussion ensued and questions were posed such as: “Can you give me an example from your own experience?” At the end of the discussion, the points were summarised briefly.

Outcome: 100% students’ involvement in the discussion was observed. This activity promoted the generation of ideas, the use of language and focus on writing skills, intercommunication, empathy, tact, teamwork and leadership skills.

Exercise 3: Talk-Show

Activity: The talk-show activity exercise was divided into three phases and conducted in three sessions. The objective of this activity was to provide participants with a live opportunity to participate in talk-show. **Phase 1:** Students were shown a video of the famous Oprah Winfrey talk show in the language lab. **Phase 2:** Simulation of talk show in the classroom. **Phase 3:** De-briefing activity.

Implementation: Phase 1: The instructor allowed the students to watch a video of the famous Oprah Winfrey talk-show. The students were seated in the language lab and the video of the famous Oprah Winfrey talk-show titled “Frustrated American Dream 1993” was played. <<http://www.youtube.com/watch?v=nvMdomCSZFs>>.

Outcome: In Phase 1, 85.2% students were enthusiastic and watched the video sessions with immense interest and also were willing to participate in the simulated talk-show. 75.3% participants of the talk-show agreed that they were able to simulate the talk-show after watching the video of the famous personality Oprah Winfrey. 93.5% agreed that they were able to speak with confidence after sufficient time was given for the preparation on the topic and also agreed that it was a good opportunity to participate in a talk-show. 95.6% audience opined that all the members involved in the talk-show exhibited great prowess in persuasion, intercommunication and initiative.

Exercise 4: Role Play using Sandwich Technique

Activity: The students were given an explanation of the sandwich feedback technique. It is a popular three-step procedure that consists of praise followed by corrective feedback and again followed by more praise. In other words, the sandwich feedback method involves discussing corrective feedback that is “sandwiched” between two layers of praise. The role play strategy was used for this technique. The objective of this activity is to develop interpersonal skills, tact, objectivity, persuasiveness and leadership skills.

Implementation: The students were divided into groups; situations were given to them. Two members were chosen from the group to enact the role-play.

Outcome: This activity helped the students to learn to praise and also provide effective statements to correct the behaviour of others. 75.2% were able to give statements of praise in an effective manner easily. 50.6% found it difficult to criticise. This exercise helped the students to develop the interpersonal skills, to tackle others and be sensitive to others’ perception, to honestly view their thoughts, persuade others to listen to their criticism on corrective measures for appropriate behaviour.

Exercise 5: Chain Debate

Activity: Chain Debate is an activity to develop communication skills, tact, credibility, personal ethics, self-discipline, persuasion, argumentative skills and decision making skills. This activity involved five steps of the debating process and it ensured that all the participants were involved in the debate.

Implementation: The instructor divided the participants into groups. There were five steps in this activity. In Step 1, the participants were split into two equally sized groups. Both groups were arranged in a long line, one facing the other. A controversial debate topic that fits the abilities, knowledge and skill level of the participants were given. Step 2, one group proposed the debate topic, the other opposed it. Both groups were given fifteen minutes to half an hour to prepare the arguments that will be included in their speeches. In Step 3, both groups were advised to prepare at least three independent arguments to support their side of the debate. Each argument should consist of a point, a reason and some evidence. Step 4, all the participants involved in the debate will have two minutes of speaking time. Before they speak, the participants had to clearly announce which action they would be taking. The participants had to inform the instructor too whether they will be presenting a new argument, attacking an opponent’s argument, or defending or

extending a teammates argument. The final Step 5, the first proposition side participant will be the first person to speak in the debate. The first opponent side participant speaks next, then the debate switches back and forth between proposition and opposition side until every participant has delivered a speech.

Outcome: 83.5% participants showed enthusiasm in participating in this chain debate. All the participants had an opportunity to air their views. They opined the exercise involved team-work and gave them an opportunity to give substantial arguments and thus excel in oratorical skills.

Self-evaluation of People Skills

| People-skills (Combined Performance of the students Scale) | Average number of Students scored in individual people-skills in the superior range (Pre- test) | Progressive of Development Range <27 below the average 27-45average 45-72above >72 superior (Pre- test) | Average number of students scored in the individual people-skills in the superior range 72-100 (Post- test) | Progressive of Development Range <27 below the average 27-45average 45-72above >72 superior (Post- test) |
|--|--|--|--|---|
| Personal Ethics | 68.9 | Above Average | 97.3 | Superior |
| Adaptability | 56.7 | Above Average | 90.3 | Superior |
| Tact | 59.3 | Above Average | 89.2 | Superior |
| Credibility | 56.9 | Above Average | 84.5 | Superior |
| Intercommunication | 78.2 | Superior | 97.3 | Superior |
| Persuasiveness | 75.6 | Superior | 86.7 | Superior |
| Objectivity | 79.2 | Superior | 89.6 | Superior |
| Initiative | 67.5 | Above Average | 88.5 | Superior |
| Self-discipline | 74.5 | Superior | 89.6 | Superior |

Table 1: Self Evaluation of People Skills and Progressive Development Range

Table 1, represents the self-evaluation of people skills and the Progressive Development Range of students prior to the training and post training in the language classroom. The students were instructed to self-evaluate their people skills and were instructed to rate between 0-10 for all the components of people skills. The individual scores were added and the combined score was calculated. The Personal Effectiveness Profile helps the individual student to track the Progressive Development Range as it indicates the levels as Below Average, Average, Above Average and Superior based on the combined performance scale obtained from the self evaluation. Pre-test and Post-test self evaluation of the students based on the components of people skills such as initiative, intercommunication, self-discipline, personal ethics, objectivity, credibility and persuasiveness are summarised in the Fig.1 given below. The comparison of the self

evaluation scores indicates that there is a marked improvement in the people skills after the implementation of the KTT module with specific activities in the language classroom.

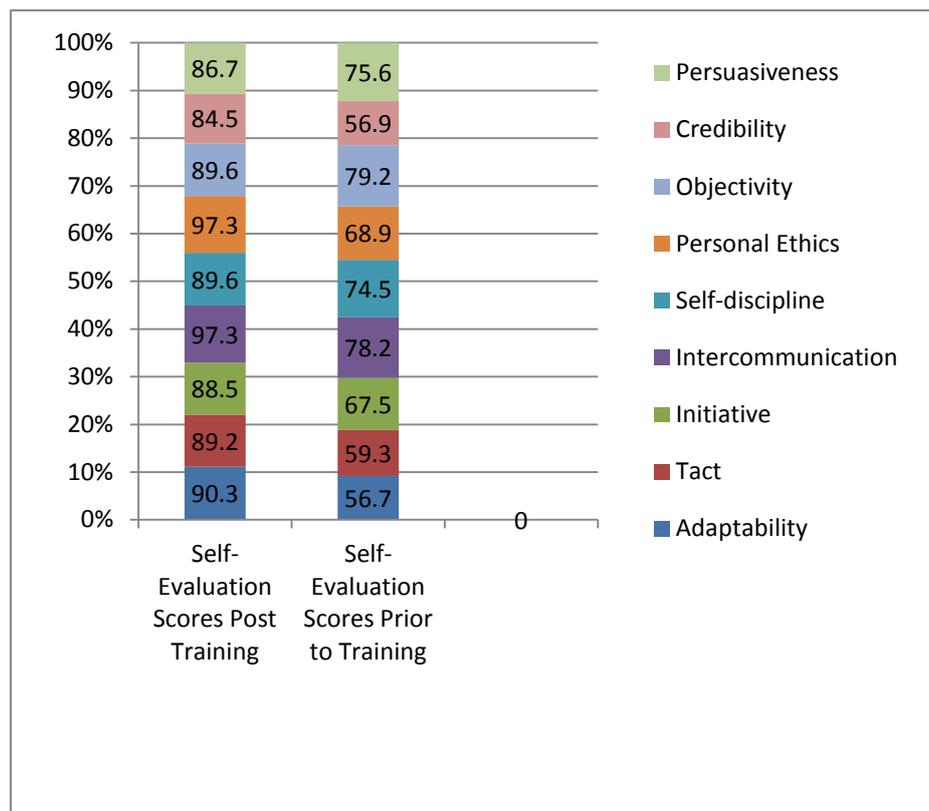


Fig. 1. Graphical Representation of the Self Evaluation of the Students

Evaluation of Speaking and People Skills by the Teacher

The evaluation was based on the performance in the activities conducted in the language classroom. Evaluation of the pronunciation was based on the articulation of words, and also based on whether the students were using the correct inflection for the types of sentences during their interaction. The use of vocabulary by students was also assessed based on the appropriate usage of vocabulary based on the context in the assigned activities. The use of grammatically correct sentences during the discussions was evaluated. The four rubrics such as “Meets expectations high”, “meets expectation low”, “slightly underperforms”, “does not meet expectations” were assigned to evaluate the speaking skills against the criteria, namely pronunciation, vocabulary, accuracy, communication, people skills and fluency. The rating of communication skills was based on the ability of the students to express and the level of confidence in expressing their views. Effective interactive skills were also assessed based on their listening skills and people skills. Fluency is an important criterion for judging speaking skills. The students were rated for their fluency based on the ease of communication.

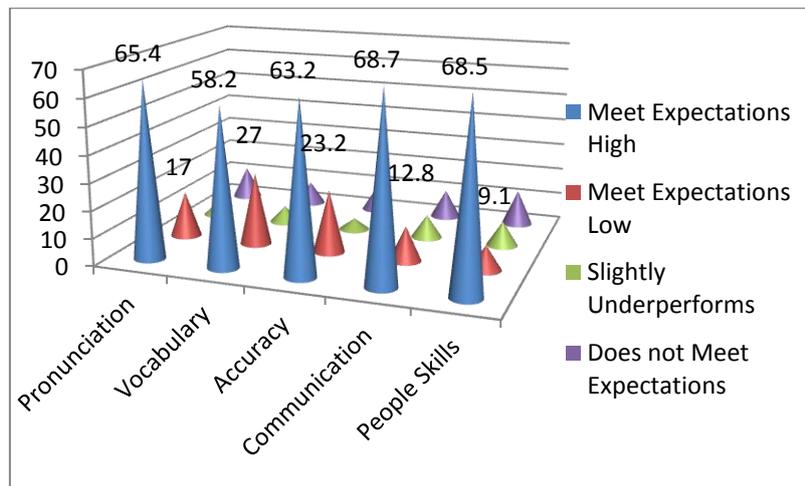


Fig. 2. Teacher's Evaluation of Students -- Prior to Training (KTT Module)

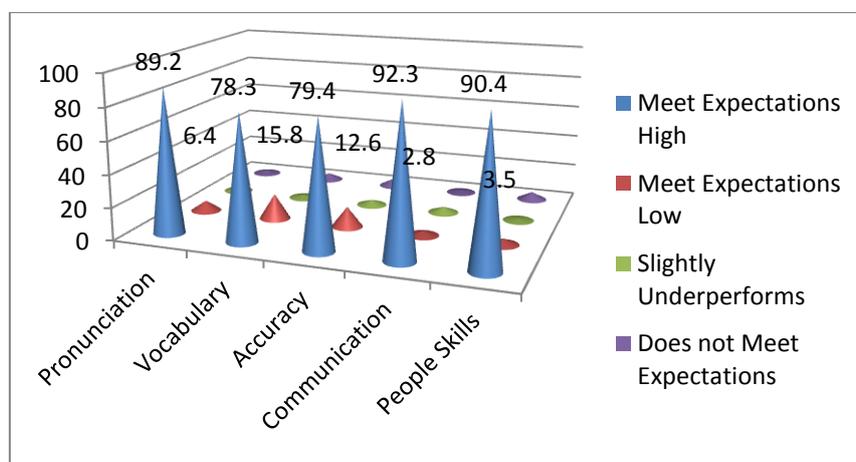


Fig. 3. Teacher's Evaluation of Students -- Post Training (KTT Module)

Fig. 2. and Fig.3. represents the teacher's evaluation of students prior to the training and post training respectively. 65.4% students met high expectations prior to the training in pronunciation and 89.2% post training. 58.2% students and 78.3% students met high expectations in vocabulary prior and post training respectively. 63.2% and 79.4% students met high expectations of the teacher in accuracy, 68.7% and 92.3% students met high expectations in communication and 68.5% and 90.4% students met high expectations of the teacher in people skills prior and post training respectively. The evaluation substantiates the fact that there is a marked improvement in the language proficiency and people skills of the students after specific training using KTT module.

Conclusion

Ample opportunities to talk help the target learners in the language classroom to excel in the oratorical skills and develop the confidence in speaking. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, provision of proper environment, well planned activities in enhancing the skills of the students is a sure fire way to pep up the language proficiency. Thus inclusion of innovative approaches and providing opportunities to talk and actively participate in communicative situations, enhances the proficiency in language skills and internalization of certain vocabulary items, pronunciation styles, construction of sentences, fluency and people skills.

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Reading in EFL classrooms: a Shift from Complacency to Competency

Dr. Shifan Thaha

Introduction

In Saudi Arabia at the school level the students are taught from basal readers which are considered as integrated course comprising of the four skills namely, listening, speaking, reading and writing. These skills are developed in context based on the text theme. In the classrooms, a lot of emphasis is given to “silent reading”, and “comprehension questions”, which is measured by their ability to answer the questions correctly. Due to limited scope, the readers lack awareness about the strategies and skills required to read effectively. As a result, most of the learners find the reading sessions cumbersome and get frustrated easily. Furthermore, they do not show any inclination towards extensive reading.

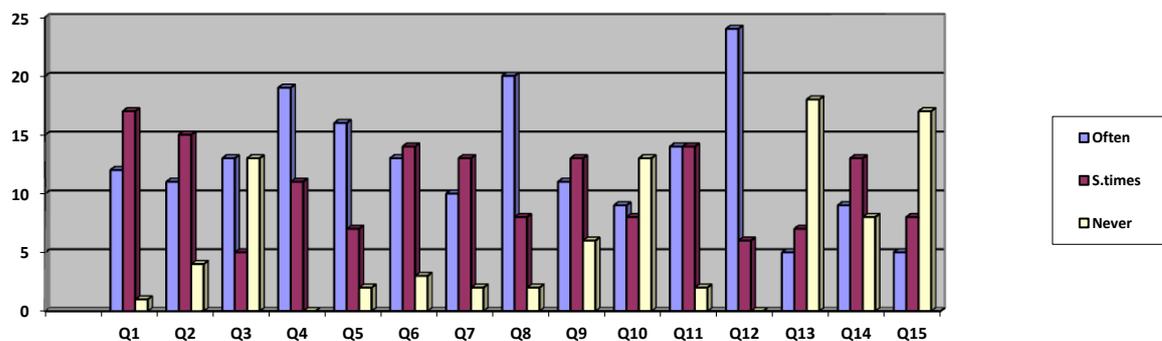
Since reading is an active process, which involves handling of different activities simultaneously, it is imperative to shift the focus towards effective reading” and train the readers to analyze, synthesize and evaluate the texts. Goodman (1960:270) and others recommend a by-directional process. They opine that equal weightage has to be assigned to ‘what is written on the page and what the reader adds to it’. This means the role of the reader has to be enhanced and construction of meaning is to be emphasized.

During my teaching the undergraduate students of the English department at Salman bin Abdul Aziz University, it was observed that about 60% of the learners were struggling to read and comprehend the texts. a group of thirty readers who were below the average level were closely monitored and were given a questionnaire to make the need analysis.

| Q.No. | Questions | Often | ST | Never |
|-------|--|-------|----|-------|
| 1. | Do you accidentally skip lines or sentences? | 12 | 17 | 1 |
| 2. | Do you misread words? | 11 | 15 | 4 |
| 3. | Is your reading slow and choppy? | 13 | 5 | 13 |
| 4. | Do you have trouble understanding what you read? | 19 | 11 | 0 |
| 5. | Are you restless or easily distracted? | 16 | 7 | 2 |
| 6. | Do you use your finger as a marker? | 13 | 14 | 3 |
| 7. | Do you make a quick survey to get a general idea of the content? | 10 | 13 | 2 |
| 8. | Do you re-read difficult passages 2-3 times? | 20 | 8 | 2 |
| 9. | Can you focus on questions and find answers? | 11 | 13 | 6 |

| | | | | |
|-----|---|----|----|----|
| 10. | Do you paraphrase the writer's main ideas? | 9 | 8 | 13 |
| 11. | Do you adjust your reading pace according to the level of difficulty? | 14 | 14 | 2 |
| 12. | If there are visual aids, do you look at them before or after you read? | 24 | 6 | 0 |
| 13. | Do you see whether you agree or disagree with the writer's views? | 5 | 7 | 18 |
| 14. | Do you try to find out the meaning of a new word from the context? | 9 | 13 | 8 |
| 15. | Do you look for patterns of organization while reading? | 5 | 8 | 17 |

Research Results of the Questionnaire:



The results of questionnaire revealed the fact that the learners faced challenges as far as the sub-skills of reading were concerned. On closely monitoring the students it was observed that the following factors were acting as hindrance and thereby, making the learners frustrated.

Inadequate Schemata

It was observed that for about seventy percent of the learners, schemata acted as a great hindrance in comprehending a text. The learners preferred to quit whenever they came across topics related to science, technology and politics. This is because in the schools they have very limited and stereotyped topics about cities in the Kingdom and biographies. Very few themes talk about science and technology. Most of the passages have a preaching tone. Walsh (2003) indicated that basal readers waste time on formal reading comprehension skills and miss opportunities to develop word and world knowledge by offering mostly incoherent, banal themes rather than content-rich themes. Reader's schemata play a very vital role in comprehending a text. Therefore, the texts must comprise of a variety of topics to enhance the general awareness among the readers.

Lack of strong Vocabulary base:

It was observed that the readers often lacked motivation and felt anxious when they did not understand the meanings of the unfamiliar words. They complained that they

found it difficult and at times even their reading process slowed down because of inadequate vocabulary.

Inadequate linguistic competence:

In Saudi Arabian classrooms bottom-up models are used because Saudi students start learning English only from grade II and there is no incidental learning environment. However, these types of models have their own limitations. Going beyond the printed letters seems to receive little or no attention in this model. Furthermore, they do not seem to consider the contribution of the context or the reader's background knowledge to reading comprehension.

It was observed that the readers failed to identify the organization patterns and therefore could not make hypotheses in order to comprehend. The readers got confused when the writers tried to manipulate the rhetorical conventions to reduce monotony and make the texts interesting. Since the main purpose of reading in this model is comprehension, readers should always deal with whole texts, which are read for authentic purposes breaking the process down into isolated pieces is counterproductive to comprehension. It deprives the learners from using all the cue systems and from engaging in a full cyclic use of reading strategies in the pursuit of meaning (Purcell-Gates, 1997).

Inappropriate usage of Reading Strategies:

It was observed that the readers lacked strategic tools essential for effective reading. In fact it, was found that in the schools the readers were made to perceive other factors such as prior knowledge, enthusiasm for reading, time on task, purpose for reading, and vocabulary as having much effective contribution to their final comprehension. It is imperative to make the readers understand the significance of reading strategies and encourage them to adopt a flexible reading style in order to be a competent reader. Just as different gears are used for driving on different planes, a uniform pattern of reading cannot be adopted for all types of texts. The purpose of reading a book plays a vital role in deciding which technique to adopt based on the kind of attention and concentration required.

Focus on Accuracy rather than Fluency

Reading speed and comprehension are closely related. "A good reader makes fewer eye movements than a poor one". It was observed that most of the readers read the difficult texts word by word and did not know the language well enough to divide the text into units effectively. The students lacked the flexibility and maintained uniform speed throughout irrespective of the linguistic difficulty, the length of the content and the purpose of reading it. The problem with most of the readers in the group was they lacked fluency. This was because at the school level readers were made to focus on mostly accuracy. This over emphasis on 'accuracy' impeded fluency. Moreover, Arabic is a right-to-left alphabetic language.

Phonological differences between English and Arabic:

Unfamiliar phonology acted as a great hindrance in the process of reading. Some readers were found to be struggling with the phonetic skill of decoding English. "Processing difficulties" may cause "reading avoidance" (Saito et al., 1999. p.215). Moreover, in Arabic there are three vowels where as in English there are six vowels .Due to this difference the readers got confused especially when they came across words

like beat, bet, cat, caught etc. With regard to consonants, the bilabial plosive 'p' present in English alphabets is not included in the Arabic alphabets. This difference made the group pronounce the words as Hyper Banda instead of Hyper Panda, bin for pin etc. Moreover, the English apico-alveolar fricative 'v', has no equivalent in Arabic. This resulted in the tendency to pronounce 'van' as 'fan', 'seven' as 'sefen' etc. The major problem in reading arose when they came across consonant clusters. In English there may be up to three consonants between two vowels but in Arabic the maximum are two. The readers divided the consonant clusters by adding a vowel between them in order to pronounce the words. For instance: boled for bold, against for against etc.

In order to make the readers "effective readers", a few suggestions have been incorporated.

- The readers have to make extensive use of meta-cognitive strategies such as planning, monitoring and evaluating their learning. According to Rothkopf (1974) these include: Identifying the purpose of reading, the important aspects of the message, paying attention to relevant information, monitoring the comprehending process, engaging in self-testing and reviewing, adopting corrective measures where ever and whenever required.
- The readers have to make use of word –attack skills like: meanings of unfamiliar words. The readers should understand the meanings of affixes and structural clues to identify the grammatical category of the unfamiliar words. The structural clues tell us the kind of meaning to look for. Morphological information assists the readers to identify the prefixes and the compound words and the way they are used to build words. The knowledge of different patterns of compound words is essential. The EFL learners should be taught vocabulary explicitly. They should be trained to use context to effectively guess the meanings of the unfamiliar words. Inference, a sub –skill of reading can be useful to guess the meanings of the unfamiliar words contextually. i.e. (reason out the meanings from the sense of the sentences).
- When practicing faster reading systematically the readers can be encouraged to keep a record of their results, showing their progress. This will encourage them to read more. However, it has been observed that, readers who read too slowly easily got discouraged and lost their interest very quickly. They stumbled on unfamiliar words and failed to grasp the general meaning of the passage. Therefore, such readers should be given ample practice to improve their speed. Initially, the readers should be given unfamiliar but simple and easy texts with possibly no new words.
- A meaning based approach to reading should be encouraged. Books containing authentic language can be used so that the readers can be exposed to wide range of vocabulary. The focus should be on individual learner by providing what he or she wants to read. Reading should be integrated with writing and the learners should work on both the skills simultaneously.
- The readers can be guided to enhance the comprehension by activating their schemata through setting goals, asking questions, making predictions, teaching text structure etc. As a pre-reading task, they can be asked to share with the peers what he/she knows about the topic. Activities related to prediction should be given so that the readers get an opportunity to make use of their schemata. These types of activities arouse the interest level of the readers and in case they make a correct guess then they also feel confident enough.

- The readers should be asked to divide the text into several units. The problem with most EFL readers is that they read the difficult texts word by word and do not know the language well enough to divide the text into units effectively. Research has shown that flexibility is one of the main characteristics of a good reader. When practicing faster reading systematically the readers can be encouraged to keep a record of their results, showing their progress. This will encourage them to read more.
- Balance can be maintained between improving the reading rate and developing the comprehension skills. The focus should be to develop 'fluent' readers and not 'Speed' readers. To read fluently, the readers must be able to detect quickly meaningful groups of words in spite of ambiguous lexical content.
- Readers who are considered as good readers may not necessarily be good critical readers and therefore need to read critically more often. The following tasks shall help them to improve their critical reading abilities: Finding out the factual meaning implied by the writer rather than just going by the superficial meaning, reading between and beyond the lines, separating facts from opinions, Identifying the tone of the author, following the organization or the logic of presentation, understanding the writer's intention, interpreting figurative /non literal language (Slang, simile, metaphor).
- The readers can be guided to enhance the comprehension by activating their schemata through setting goals, asking questions, making predictions, teaching text structure etc. As a pre-reading task, the readers can be asked to share with the peers what he/she knows about the topic. Activities related to prediction so that the readers get an opportunity to make use of their schemata. These types of activities arouse the interest level of the readers and in case they make a correct guess then they also feel confident enough.
- At times, the readers can be made to make deductive inferences apart from making assumptions by using the information provided within the text and come to a conclusion by logically reasoning out. In the Practice material the readers can be given short stories with a description of the characters and the readers can be made to correlate them to the list of adjectives provided.
- The EFL readers can be made to focus on extensive reading. The readers should be encouraged to read as many books or longer texts as possible.
- Short reading passages can be suggested to develop comprehension and other reading skills like skimming, Scanning etc.
- The focus should be to develop 'fluent' readers and not 'Speed' readers. To read fluently, the readers must be able to detect quickly meaningful groups of words in spite of ambiguous lexical content.

Conclusion:

Reading instruction in Saudi Arabia is whole-class instruction and does not cater to the needs of individual learners. While designing the curricula it is important to take into consideration the fact that the level of productivity differs from reader to reader. Supplementary remedial tailor made materials can be beneficial to the readers to a great extent. Since maximum time is spent on formal reading comprehension skills, the readers do not get enough opportunity to develop word and world knowledge through

content-rich themes. The readers are too dependent on the teachers because they lack Meta-cognitive reading strategies. Balanced extensive reading activities are hardly encouraged. The need of the hour is to realize that the teacher can just promote reading ability in a reader but cannot pass on the ability to read.

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English for Enhancing Employability of Professional Students

Snigdha Singh

The rapidly mushrooming management and technical institutes in India churn out fresh job aspirants with an alarming regularity. More and more highly qualified candidates pour out of colleges every year in search of rewarding career opportunities. With the markets opening up and new MNCs entering India, the number of jobs in the market is also increasing. However, when these students, armed with technical knowledge, appear for interviews, only a very small percentage of them manage to secure suitable jobs. As per a NASSCOM report only 25 % IT graduates are readily employable. (Julka,, Mishra, P. 2011) Today the employers look for something more than technical and discipline competencies. They demand a broader range of skills – The Employability Skills (Lowden, K., Hall, S., Elliot, D & Lewin, J. (2011).

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Though the institutes equip their students with technical skills, little or nothing is done to enhance their overall employability. The term ‘employability’ refers to a person’s capability of gaining initial employment, maintaining employment and obtaining new employment if required (Hillage & Pollard,1998). Hence, to increase the overall employability of the students, it becomes imperative to study what skills make them truly employable. As per a number of surveys, job recruiters view communication skills as the single most important job selection factor (McLaughlin,1995) As professionals, the students will be expected to interact effectively with customers and clients, communicate with their superiors and peers and instruct their subordinates. Research has shown that lack of communication is not only a barrier that keeps the young people from entering the workforce, it also hinders their growth and progress within the organization. A student who excels in technical skills, but is not able to express himself effectively, limits his chances of making through in an interview. Further, in the global scenario, where the boundaries between countries are often blurred, it becomes more important for the professionals to be sufficiently equipped with the good communication skills. Since English has been securely established as the Global Lingua Franca, communication in effect translates to the use of English. English is the most widely used language in the world. Hence it is imperative for the professional students today to have a good grasp of the language.

In the recent times some institutes have begun teaching English as part of their curriculum. However, these courses fall short of meeting their objective as they are more knowledge based rather than skill based. (Ilavenil, 2009) Students still lack effective communication competencies. With the changing time, the demands of the corporate world have changed as well. More than a general knowledge of English, they need professionals who can use English to communicate well. Institutes are expected to respond to this change and revamp English for it to remain truly relevant. English for employability may be discussed under two main heads – The ‘What’ - Curriculum & the ‘How’ - Pedagogy.

What – Curriculum

One should keep in mind that during their schooling most of the students have been exposed to some level of English, but still they may be lacking in the correct use of the language and its nuances. An effort should be made to identify the needs and abilities of the learners and modify the curriculum accordingly. (Reena, B., 2009) Rather than focusing only on the grammar and the language structure, emphasis should be laid on post placement needs & requirements. Some of the areas that should be dealt with as part of the training and those that prepare the students for successfully facing the interview as well as excel within the organization are:

- **Conversational Skills** – Conversational skills are actually a combination of three activities - thinking, listening and speaking (Rusbult, C. 2009) Conversation skills are important for employability as they are the means of expressing to the colleagues and superiors at the place of work. An effective conversationist can have many doors open for him as opposed to someone who is a conscientious worker but hesitates to talk to his peers. Conversation skills in themselves will not ensure a job, but a lack of them may be seen as a hurdle, especially in securing further promotions. Hence, focusing on small talk, being able to sustain a conversation, being aware of what can & cannot be discussed in a formal setting, removing hesitation, and learning about conversation triggers are all important. Focus on fluency as well as content should be maintained.

- **Public Speaking** – Public speaking is a very helpful career skill. Though only some job profiles may utilize this skill directly, knowing how to articulate one's thoughts clearly, confidently, coherently & concisely proves advantageous to students across disciplines. Whether they are about to face an interview or they prepare to move up the corporate ladder, it is important that the students learn to speak up. It has been established that those who are able to speak up in a group are perceived to be more competent than the other group members, irrespective of their actual competence. (Anderson, C. and Kilduff, G. J. 2009) Making public speaking an integral part of the curriculum ensures that even the not so confident students learn to face an audience. Together with public speaking the students should also be introduced to the nuances of non-verbal communication.

- **Presentation Skills** are an essential requirement of almost any job description. As professionals, these are needed to persuade listeners, convey information or indeed present a paper. Presentation skills combine the benefits of public speaking, verbal & non verbal communication, planning & organizational skills. They instill in the students confidence in addition to listening skills & audience awareness.

- **Telephonic Skills** – With the entry of ICT in the recruiting process, telephonic and Skype interviews are fast becoming the norm. Hence it becomes more important to expose and acclimatize the students to these techniques within the classroom itself. Details of the proper language to be used, the nuances of English language, correct voice modulation, clarity of communication etc need to be taught. Making tele calls, receiving them and eliciting the correct information on the phone, the appropriate language to be used and the correct etiquette are all important aspects that need to be dealt with. Difference between private & business calls should be established.

- **Written Communication Skills**- Though a lot of stress is laid on verbal communication, we cannot totally overlook written communication. Once again more emphasis should be laid on the applicability of English language for the workplace. Résumé writing and report writing should be covered. Formal letter writing would help the students get a general feel of the corporate world. Keeping in mind the sms generation of today, teaching them to draft formal e-mails together with correct e-mail etiquette becomes a must.

How - Pedagogy

While undertaking communication skills training, care should be taken to ensure that more focus is laid on the practical aspect rather than theoretical. Training should be more learner centric rather than curriculum centric.

Activity Based Training - Activity based sessions where maximum time is devoted to the students to motivate them to speak, prove to be beneficial for the students. Activities

should be chosen for their suitability and simplicity. There should be a mix of simulation based learning, real time work and case studies & presentations. One should ensure that each student gets the opportunity to speak. Interactive sessions where individual feedback is given are a must. There should be a systematic method of regularly tracking the students' performance so that the progress of the students can be shared with them.

Role Plays - At times it is seen that people may have an opinion but they are worried about expressing it to others thinking what others may say. It is easier to express feelings of characters that are not their own and thus involving them in various role-plays their expression becomes easier. Page | 205

Group discussion - is a wonderful technique for an all round communication development of a candidate. Together with improving communication, group discussion promotes group activity and team work and is an excellent forum for displaying leadership, all important employability skills. As future professionals the students will be expected to not only have the effective convincing skills but also sound analytical abilities and quick decision making abilities. Preparing for group discussions & debates also ensures that the students remain abreast with the news and current affairs hence ensuring that the students develop both fluency as well as content

Use of ICT

The entry of ICT into classrooms can be greatly harnessed for communication enhancement of students. There are a host of technological devices for an innovative & a tech savvy teacher to choose from. Care should be taken to choose not the most advanced gadget, but one that is most suited to the needs and requirements of the class. Each device used has its own possibilities & limitations. Some of the more commonly used aids are”

Computer aided Language Laboratories (CALL) In the Indian context very often students coming from regional language background find it difficult to adjust to the requirement of the global market. Hence the language labs can be used to provide voice & accent training to reduce the MTI and make them more suitable for the job market. They can be effectively used to help students with the pronunciation, stress, and all other aspects of the phonetics of a language. (Wilson & Tahyalan, V. - 2007). They enable the students to do a periodical self evaluation at the same time by permitting them the access to resources beyond the time table, encourage them for independent learning.

Audio / Video Recorder- The use of a simple video recorder is also a great medium for recording the progress of a student and providing feedback. By sharing the recordings with the students, they can identify their shortcomings and work towards eliminating them.

Internet - Once suitably encouraged, the students can themselves be motivated to make the most of facilities available on the internet. With communication sites like www.livemocha.com , www.buusu.com etc they can have face to face conversation practice with native English speakers, can schedule mock interviews for themselves and also receive a feedback for the same.

Evaluation and assessment

Since we have established that English communication training is vital for the professional careers of the students, it is essential that it is treated at par with the core subjects both by faculty & students. It should be independently assessed and the assessments have a bearing on the academic position of the students. The assessment criteria should primarily be practical and not theory based. Some percentage of marks should be allocated for continuous class participation. This will ensure that each student makes an effort to

participate in classroom activities. Final evaluation should be task based. The students may be provided with a set of real life situations and then evaluated.

Conclusion

In addition to building technical competencies, the Institutes have to focus on enhancing the employability of the students. It is an irony that though communicative English does not form a selection criterion for entry into most professional courses, it suddenly becomes indispensable for getting a job. Thus it is vital that the institutes recognize the need for English as a tool for enhancing the employability of students and work towards producing industry-ready candidates.

Recommendations

- When using English to enhance the employability, the course designers should stay in close touch with the industry right from the curriculum formulation stage, so as to keep abreast with the industry expectations. Partnership between education institutes and employers needs to be effective, sustained and equitable. (Lowden, K., Hall, S., Elliot, D & Lewin, J., 2011).
- Before commencement of the training, it is advisable to gauge the existing knowledge of the students. Often a class comprises of students of very varied exposure levels of English. Some form of distinction should be made between students who have been exposed to English and simply need help with the content & confidence & those who do not have a base of English. The latter group of students may require additional, remedial classes. Hence these students should be identified and extra session arranged for them so that they may be streamlined with the rest of the class.
- The number of hours devoted to English Communication should be adequate. For effective communication enhancement, regular & sustained sessions are a must. Once the number of contact hours required for the batch has been established, it is suggested that they be taken in continuation instead of a weekly or a fortnightly session. When spread over a longer period of time the overall progress gets diluted and the classes lose their effectiveness.
- For the required progress to be made individual attention is needed, hence the class size needs to be restricted. The ideal group size for training is 8-12, but definitely not more than 15. Hence if the class comprises of larger numbers, it should be divided, preferably on the basis of the existing English capability.

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Negative and Positive Emotions of Engineering Undergraduates

Dr Varalakshmi Chaudhry

Introduction

There is a general perception that the new millennium students do not give importance to emotions like love. The kind of movies, entertainment programs that the youth of the modern world are exposed to, makes one skeptical as to whether emotions have any role to play in the modern fast-paced and tension-ridden life. Is it "emotional atyachar" or romantic views on love still exist? Do the modern students believe in a love-dominated life? What is the role of love in the scenario of Haryana? Do students become angry and violent very easily? Are the students volatile because of violence in the society? These are some of the questions that are answered in this paper.

Methodology

The students are engineering undergraduates from an autonomous college in Israna, Panipat. 186 students were given a written task – Communicate your Love to Someone; and Communicate your anger to someone - for twenty minutes. There was no word limit. The responses were evaluated and six of them are analyzed in detail to understand the perception of the concept of love and anger by the students.

Data Analysis and Interpretation

The responses of the students are given below – each text followed by a comment:

Text 1 A

I want to express my feeling of love for some I loved most. I was so infatuated with by her and I think it is ineffable and cannot be expressed in words only. But still I am converting my feeling into words. I don't know how she looks but she was special for me. I was swooned over her. Whenever she come in front of my eyes. I totally lost myself. When she is not in front of my eyes I just close my eyes and watch her through my heart. Something about her personality is, she is serene, ingenuous with a austere way of life. I was very much impressed by her simplicity. She is kind of introvert person, doesn't like to speak too much. She is not gregarious person. She always live in my heart, it does not matter how far she is from me. I hadn't talked to her even once, but I am totally spellbound by her character and her traits which make her special for me. Happiness doesn't resides in possession, not in gold, it dwells in soul. She is that soul that dwells in my heart and brings a smile on my face. That was all about her.

Comment:

The response has a format – Introduction; the effect of her presence; what are her qualities that appeal to him; concluding remarks with a touch of spirituality. This love is almost spiritual and platonic.

Text 1 B

There is a person after looking at him I get annoyed. Each and every of him irk me a lot. He is kind of hypocrite person and its pointless to talk about him. I get irritated when I listen to him. He is kind of obstinate person and exasperates me. He is one of the biggest rival of me. He flaunts so much and everybody hates him because of this quality. He is crook and wicked person and bit insane. He used to spout airy tharies which is far

from veracity. He used to deceive the person in order to persuade them to do something that he want.

Comment

The response has a format - The specific person who triggers anger; the qualities of that person which are irritating; and the things that he does.

Text 2 A

Love is that feeling in the world in which whole world seems to be beautiful and people start loving even a smallest thing in their life and ignores all the negativity. All people have different definition for love, for someone it is everything and for someone love could be their parents. In love someone can ruin his life or he can go to such heights for which no one has a dream. My love is my parents, for whom I can sacrifice whole of life just to see them happy. This gives me a inner strength to achieve the goals which seems impossible before trying. One should love someone to be a better person. But all things have bad effects also. Some people just ruin their as well as the life of the person whom they never see in any pain just to satisfy their ego. But in love there is no place of ego. Love can never be explained but can be felt.

Comment:

The format is – Definition of love; Types of love; Personal love for parents; Good & Bad Effects of love; concluding remarks on love. Love is highly personal and beyond definition.

Text 2 B

Anger is that feeling of ours, due to which one lost all his /her senses and show regression on someone else. If one is angry, he/she don't care whether he is talking to his elders or young, he just take out all his frustration on that person. One, who has a control over his anger, he is the happiest person on the earth. Anger comes whenever things don't go according to our plans or even when our friends start ignoring us or our parents push us to do the things which we never want to do, the reasons are many but their effect on people vary. In anger some people just throw things here and there and some just quiet listen and listen to their favourite songs. In anger I too loose control but after sometime I just start laughing because of the stupidity of others. One should control their anger because it ruins our own life not of anyone else.

Comment

The format is – Definition of anger; when anger comes; what persons do when angry; what different persons do when angry; and why one should control anger.

Text 3 A

Love is of many types like love for parents, love for children, love for friends and love to some person who was not our relative. If we love someone that doesn't mean we have to live with that person, love is not that what we want. In love there are sacrifices which sometimes we have to do for that person whom we love. Love is not to think about ourselves, love is to think about the person whom we love. If love to someone then we are dedicated for those persons. Love makes the person happy & also sometimes it make unhappy. If we are in the company of our loved one person then we don't want to take any tension and just enjoy their company. We forget all the worries of our life when we think about the love. In love we want to make the loved person happy always even though we have to sacrifice for that we do.

Comment:

The format is – Different ways of defining love. The ennobling effect of love through sacrifice is presented here.

Text 3 B

Anger to someone is totally opposite of love. Sometimes anger may be between two loved persons also. If we are angry from someone then either we don't wanna talk to them or we avoid those persons. But sometimes we can't control our anger and that comes out on that person. We start shouting on those persons and crying. If we cry then our anger goes away through our tears. And if we don't get out our anger then it becomes sometimes harmful. We feel that in our heart and mind and get dipressed. Sometimes when we don't have any control on our anger, we try to harm that person from whom we are angry. Anger leads us to wrong way and we try to get that person in troubles. Anyway we should try to control our anger because due to anger sometimes we loose our loved persons also. In anger misunderstandings are created & we misbehave with the persons.

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Comment:

The format is – Definitions of anger; what one does when angry; the effect of crying; effects of anger; and the necessity to control anger.

Text 4 A

I love all my family members and friends. I show love to my sister by doing her work, buy some fast food for her which she like the most, allow her that she can wear my new dress, she can come with me for drive or by sharing food, or chocolate, bed or blanket.

Comment:

The format is – Ways of exhibiting love. Love is giving something to others.

Text 4 B

When I get angry I don't eat my food. I don't talk to anyone. Whenever someone talk to me at that time I shout on that person and sometimes I also start crying when nobody listen to me, don't understand me. But I get angry rarely. I always start solving puzzles, complex maths problems. I just do my work silently, when I am angry or frustrated.

Comment:

The format is – What the person does when angry; and ways of controlling anger

Text 5 A

Happy birthday mom! Today is your birthday and it is a very special day for me as it is the date on which God sent you on this earth for me. Also, it is a very lucky day for me. I love you so much. I have thrown a surprise party for you at your favorite restaurant and have brought a special gift for you. I am extremely happy today. Because of you, I have got a sweet brother who loves me a lot and I also love him a lot. You are really a superwoman for me as whole day you work and leave all your wishes aside as to take care of us. You never complain and bear all our tantrums with a smile on your face. How patient are you! Today is your day, live it and enjoy it.

Comment:

The format is - Description of a special day in the life of the person whom you love. Love here is thanksgiving. The description is very touching and emotional.

Text 5 B

Tina, it is not good that you have broken my favourite pen. It was very lucky for me. It was given to me by my parents on the first day of the college. My emotional sentiments were attached to it. But because of you it had been broken. I thought you as my good friend but you broke it. Now, don't talk to me. I am really very angry with you. When Ram told me that it is you who had done this I was really shocked. Now, just go and leave me alone, I am just full of tears.

Comment:

The format is – The reasons for anger; and the after effect.

Text 6 A

If someone will ask me, what is love, I will tell the person your name, if anyone asks whom do you worship, I will say your name. You are my dream, my every second thought. You are so beautiful. My whole day becomes a dream day when I see you smiling. I love you like a beautiful love song enchanted for years and years. My love won't stop for you. It grows everyday like a plant. It needs sunlight, for me its love, plants need water, for me water is your love. My love could not be defined in words whole trees convert into pages even then my love express won't stop for you.

Comment:

The format is – Poetic reiteration of the definition of love; and then the Metaphor of a growing plant. Love is romantic. Interestingly love is also scientific as its growth is compared to that of a plant.

Text 6 B

You just made a mess, do you know that? I told you not to shut the laptop, then why did you even touched it. I had a important video lecture on downloading a movie, few pdf data. I'll seriously check my laptop, if there's anything wrong, you consider yourself in hell. What , you didn't shut it, you crashed my system, you are gonna pay heavy amount for that laptop. You'll regret, why you didn't listen to my instructions. Fine, let me see my professional drive if it would have crashed, I'm gonna get you out of this room. Take that thing in shitful mind. I will ring up your father, if you made any shitty reasons. I don't really wanna listen to you, leave my room immediately else you are gonna face the worse side of me. I thought I won't tell your girlfriend about your creepy ideas but now I'll blow you, you get that, if not take a punch and get out of my room.

Comment:

The format is – What the person has done to make someone angry; steps to check the extent of damage; and the threats.

Below are Table 1 & Table 2 which reflects the objects of Love and Anger of the students:

Table 1: Positive Emotion (Love)

| S. No | Object of Love | No. of Students who chose the object |
|-------|-----------------|--------------------------------------|
| 1 | Girl/Boy friend | 35 |
| 2 | All / World | 63 |
| 3 | Parents | 41 |
| 4 | Friends | 11 |
| 6 | Family | 8 |
| 7 | Mother | 20 |
| 8 | Brother | 8 |

Table 2: Negative Emotion (Anger)

| S. No | Object of Anger | No. of Students who chose the object |
|-------|--|--------------------------------------|
| 1 | Enemy/Wrong doer/Someone who hurts/cheats | 52 |
| 2 | Selfish person | 8 |
| 3 | Anyone who triggers negative feeling | 63 |
| 4 | Persons who use abusive words/language | 2 |
| 5 | Persons who don't follow the instructions | 16 |
| 6 | Persons who abuse parents/disrespects elders | 2 |
| 7 | Indian politicians/ Corruption | 3 |
| 8 | Persons who borrow/spoil things like bikes/computers/books | 7 |
| 9 | Teasers | 1 |
| 10 | Fault-finders | 4 |
| 11 | School management | 1 |
| 12 | No object | 27 |

Conclusion

The Positive Emotion – Love

The results clearly reflect the various modern perceptions of love. The highest number of students preferred love as a positive feeling which connects us with the entire world. It is a feeling which gives us inner peace and the power to live confidently. Next are parents who are the objects of love. Parents love their children unconditionally and show the power of love to them. Third in the order of preference is the opposite sex (girl/boy

friend). Interestingly mother still occupies a special position as a parent. Highly interesting is the psychology of the new generation students who are the crossroads of romanticism and scientific temper. Most of them know that love is a positive emotion that gives an inner peace, positive spirit and power. Love need not have an object to focus on. It exists in the heart and soul of a person. A person who has this feeling loves everything – living and non-living – in this beautiful world created by God and in the process makes them powerful and peace-loving persons.

The Negative Emotion - Anger

The results reflect the various reasons for getting angry. The highest number of students gets angry with a person who triggers negative feeling in their mind. Next is a person who hurts the feelings or cheats them. Interestingly the third position is that of students who didn't express any opinion on negative emotion – anger. Next in order are persons who don't follow instructions.

Interestingly, the positive emotion love is more powerfully expressed than the negative emotion anger. The results of the study are encouraging to us as teachers. In spite of being a technology – driven generation, the students believe in the positive emotion of love and its beneficial effects on their personality.

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Short Stories: An Effective Medium to Improve Language Skills

Dr. Ch. V. Ramani

Introduction

The use of Literature in Language Teaching traces back to the nineteenth century. The dominant method of language teaching was Grammar Translation and the most popular technique was the translation of literary texts in the mother tongue. Literary works provided additional material of grammar practice, vocabulary learning, translation (Liaw, 2001). With the advent of structural approaches to language and popularity of Direct and Audio Lingual Method, literature was not utilized in language classes anymore. Even in the time of Communicative Language Teaching, literature was ignored and discarded from language syllabuses. One of the most influential figures in the field of literature, Maley (2001), mentions the lack of empirical research in support of the facilitative role of literature as the main reason for the negative view.

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Nevertheless, since the 1980s the situation changed quite radically when literature has found its way back into the teaching of EFL. But, different from the way it was used with the Grammar Translation Method, the current use of literary works in ESL/EFL classes is to improve communicative competence and providing “a springboard for the development of critical thinking and aesthetic appreciation” (Bretz, 1990) and create student awareness on the culture and society of the relevant country. Since then, literature is undergoing an extensive reconsideration within the language teaching profession. The results of some studies, like those of Lazar (1993), Cook (1994), and Shanahan (1997), for instances, strongly recommend the integration of literary texts into the SL/FL curriculum. Many writings on this subject advocate a content-focused curriculum that includes literature (Kramsch, 1993; Liddicoat & Crozet 2000). This paper specifically emphasizes the advantages of using short-stories in ESL/EFL teaching. It also shows how to exploit a short-story to develop language skills by taking ‘The Axe’, a short-story written by R.K.Narayan.

Reasons for Using Literary Texts in Language Teaching

Each novel, short-story or play can speak off a wealth of different activities. Tasks and exercises based on a literary text can provide valuable practice in listening, speaking or writing, as well as improving reading skills. Theoretically, using of literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth (Collie & Slater, 1991). First of all, literary texts can be more beneficial than informational materials in stimulating the acquisition process as they provide authentic contexts for processing new language. Literary texts expose learners to fresh themes and unexpected language. In this sense, “a literary text is authentic text, real language in context, to which we can respond directly” (Brumfit and Carter, 1986). Second, containing real examples of grammatical structures and vocabulary items, the literary texts raise learners' awareness of the range of the target language and advance their competence in all language skills (Povey, 1967). Third, using literature in language teaching has the advantage of providing cultural information about the target language. Literary texts increase foreign language learners' insight into the country and the people whose language is being learnt (Collie and Slater, 1991), which fosters learners' ability to interpret discourse in different social and cultural target language contexts (Savvidou, 2004). Finally, since literature enables students to understand and appreciate other cultures, societies and ideologies different from their own, it encourages personal growth and intellectual development (Carter and Long, 1991).

Considering all these ideas, it is obvious that literary works undoubtedly enable students to understand the language better by providing them with real world experiences, relationships between society and people where the target language is spoken, even if they are fictions. Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Taking these objections into account, it is obvious that among literary forms, short-story which is defined by Poe (Abrams, 1970) “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to ‘a certain unique or single effect,’ to which every detail is subordinate” seems to be the most suitable one to use in ESL/EFL Classrooms.

Advantages of Using Short Stories in Language Teaching

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987). The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits (Ariogul 2001):

- makes the students’ reading task easier due to being simple and short when compared with the other literary genres,
- enlarges the advanced level readers’ worldviews about different cultures and different groups of people,
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community,
- makes students feel themselves comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings,
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

In brief, the use of a short story seems to be a very helpful technique in today’s ESL/EFL classes. As it is short, it makes the students’ reading task and the teacher’s coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment (Sage 1987).

Choosing an Appropriate Text

When short stories are used in ESL teaching, story selection is really one of the most important roles of the teacher. She/he must choose a suitable text to use in class, and should help her/his students comprehend the story with various activities. As the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

Vocabulary and sentence structure of the short-story must be suitable to the level of the students. The short-stories with archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners should be avoided if the text is intended for students below intermediate level. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and lose their interest. Therefore, before giving the short-story, the teacher should decide the readability of the text and select simplified stories.

In addition to the previous criteria, Spack (1985) suggests the aspect of interest to be considered. According to him, it is important for the teacher to choose stories that would interest students that he/she most likes to read and teach. McKay (2001) and Rivers (1968) point out that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

Working with a Short Story: ‘The Axe’ by R. K. Narayan

This is a fairly interesting story, with some vocabulary that may be unfamiliar, best suited for ESL classrooms. Narayan’s tale which puts forward a strong case for forest conservation is a very delicate commentary on what may withstand the force of time. ‘The Axe’ tells the story of Velan who is born in *the ragged and godforsaken family of Koppal*. The story describes the condition of Velan after reaching Malgudi until an old man takes him up to assist in the laying out of a garden. From this point in the story we see how Velan works tirelessly, clearing acres of weed, marking out an extensive garden and then planting the seeds. When the house has lost its shine and luster, the house is sold to a company who decides to clear the whole garden, bring down the house and Velan is told to go back to his village. What amplifies the tragic end is when the workers are cutting down the *margosa* tree which Velan had planted years ago and looked after as his own child. Velan requests them not to cut it down as long as he is there and once he has left and can’t hear the sound of the axe they may resume with their work. The story ends with Velan screaming from a distance – “*Don’t cut it yet. I am still within a hearing distance. Please wait till I am gone farther.*” The title ‘The Axe’ is important as towards the end of the story the axe represents not only “the economic progress” but also our own death knell.

The following section presents a student-centered approach. This approach allows more exploration of the short story offers the students more opportunities to formulate their own ideas and also improves their basic skills in the language learning process. For classroom purposes the following activities aim to integrate different language activities to maximize student involvement and response.

Warm-up activities

Speculating about the story

Students are told that they are going to read a short story called 'The Axe'. Five key words are written on the board:

BOY OLD MAN GARDEN DEATH CONCRETE JUNGLE DEPRESSED

In groups of four or five, learners try to predict what the story might be about. After the class has been called together again and has shared predictions, the original story is distributed. The class is asked to read it once to find out what the story is.

A Listening activity

Students read ten statements about the first section, which they are about to hear. Two of them are false. Their task is to tick the correct statements and mark the two incorrect ones. The teacher then reads out the first section, and also introduces and explains some of the terms needed for comprehension. After answers have been checked, the teacher asks students for their impressions of the main character, so far. As many details as possible about his personality are elicited and jotted down, to be kept for later reference.

A Vocabulary game

For this exercise, learners are given the first two pages of the story to read. The teacher has prepared as many slips of paper as there are students in the class. Half of the slips have the difficult or unusual word from the text; other half has a definition of one such word. The teacher puts all the slips into a container and lets each students choose one. By reading out their word or definition to each other, students must now try to find their partner.

This activity is usually rather chaotic at first, and the noise level can be rather high, so that it can only be used in situations where there is no danger of disturbing neighbouring classes. But learners enjoy it, and it is an effective way of getting them use the context to try to guess meanings. As soon as pairs begin to form, the teacher puts two pairs together. Each pair asks the other two whether they can provide a definition for their word: 'Do you know what: "almanac" means?' If the second pair can answer they get a point. They then go to the next pair and repeat the procedure.

An 'interpretation' questionnaire

Students read the first three pages of the short story. They are then given a worksheet which makes learners think about some of the underlying issues within the text - they try to make them interpret it. This type of questionnaire must be adapted to the level of the class. It is useful to give students one or two suggestions to get them started, but not too many, because that tends to cramp their own imagination. Comparing the completed worksheets and justifying choices in pairs or groups is followed by general feedback and discussion.

Writing activity

Teachers can create a variety of writing activities to help students to develop their writing skills. They can ask students to write dialogues or more complex writing activities if students have reached a high level of language proficiency. For example, if teachers bring to class *The Axe*, by R.K.Narayan, they can assign the following writing activities:

1. Summarize the story in five to seven sentences, including the main character, setting, conflict, and climax.
2. Write a review on the story.
3. Write one sentence on the theme of the story.

4. Write a paragraph to explain how Velan felt, when he was asked to quit the garden, as it was purchased by someone for commercial purpose.
5. Paraphrase the last two paragraphs of the short story.
6. Write an essay on what you like or dislike in the story.
7. What do you think is the author's concern in the story.

Discussions based on questionnaires

Questionnaires are usually very helpful in sparking discussion. A simple kind lists statements with answer boxes to be ticked, such as: agree / disagree / not sure. These can be prepared to be filled in at home, with follow-up in the next lesson; alternatively, they can be completed during class time. Students are then asked to discuss their choices with fellow students, either in pairs or in groups.

Ordering events

The comparison and discussion of the flowcharts can be done in class after students have read the section on their own. Students are given a list of 14 events which make up the story. The events are given in a jumbled order. Learners must order them according to Velan's chronology, and then fit them into the diagram of the flowchart.

Point of no return

In groups, learners decide upon the 'point of no return; in unfolding the short story just read. This can perhaps be done most easily by duplicating an instruction card and distributing it to each group.

A pyramiding technique is used: students decide upon their point in pairs, then in groups of four, and so on. This usually generates lively discussion and a thorough revision of the book.

What if?

This is a discussion activity, which can be a follow-up to 'point of no return'. Students imagine the moment before the 'point of no return'. What if circumstances had been different? What alternative choices could the characters have made? What other effects upon the reader could have been attained by the writer? This exercise can give rise to much useful language work. The topic requires past conditionals (If X had happened, Y would have resulted...) and past modals (could have made; might have....; should have...). Pre-teaching or revision of these forms may therefore be appropriate with some classes.

Retelling the story

Relating the story seems a fairly unsophisticated way of going over a story just read, yet there is no doubt that it can provide valuable oral practice in the foreign language – much of the vocabulary needed will be known, but using it can help make it part of the learners' active lexis, while the narrative mode will usually allow them to use a variety of tenses, link words, and other discourse markers.

For small classes, each student is given a number, and then all the numbers are written on slips of paper and put into a box. The learner whose number is drawn first starts off, relating the story from the beginning, until interrupted by the teacher's buzzer or gong. Another number is drawn and that student continues the narration. This can sometimes generate animated discussion about points omitted or related out of sequence.

In conclusion, story based framework of teaching and learning can become a very powerful tool in the hands of a teacher. Since the aim of EFL teaching is to help student to improve their oral skills in the target language, the selection of short stories should be done carefully. These stories should be selected in reference to the course objective, the learners' standard, and the story content in order to make the best of it. A well-organized story session can intrigue the students and makes them to explore many features of the language. As teachers, we want to make our students autonomous, lifelong learners. We will have made a large step towards this aim if we make them learn consciously and assume responsibility for their learning.

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Come Back

Dewakar Goel

Come back to me,
 This dark damp room, Alien to the light of the Sun....
 And sometimes during the monsoons,
 I listen to the music of the raindrops, as they patter,
 A rhythm on the roof.....
 And that hole in the roof acquainted me,
 To the raindrops and the wetness of the weather outside.
 The walls are blackened with the soot of time
 I am afraid to open the window.....
 For fear that the wood may crumble and fall off the hinges.

This rooms bears witness to my very existence.
 These walls have seen how you fed me,
 And remained hungry yourself.
 The earthen pot in the corner,
 Remembers you till today.....
 Nobody changes the water in it now.

The curtains made from your old sarees
 Still hang lankly where you put them up.....
 The very same curtain from behind which,
 Our poverty peeped out into the world.
 That broken chair
 And the three legged table,
 From which I have oft fallen
 And bruised myself,
 Still stand in the same corner
 Yeh, but the one who picked me up,
 Cooed, kissed and cradled me after every fall,
 Is no more.

And the oven in the corner has remnants of ashes yet....
 The nights seem colder and,
 I do not hear the sounds of my neighbours .
 The milkman does not deliver any more.....
 That little myna. Whom you used to feed grains every morning,
 Does not perch here any more....

Here and there are spent bits of cigarettes lying around.
 The air in the room seems burdened, With stale smoke...
 Nobody stops me from smoking now.

Books lie in haphazard disorder,
 With old news papers in their midst
 The titles of the books are lost,
 Under thick layers of dust....

The creaking of the cot is not heard anymore...
The lizard that crawls on the walls does not scare me anymore...
Perhaps I seek solace in its company.
And the sound it makes lessens my loneliness.

I am unable to stitch back the fallen buttons of my shirt
The deity you worshipped occupies the same place in the house
But, yes, the flowers which you offered are now
Faded, dry and brittle

The walls of our home remind me of your absence every moment of time
Now it does not rain here very often ,
But during the winters that small blanket we shared
Suddenly seems too large....

This room keeps talking to me, it questions me...
Its questions are unrelenting, unending.....
I'm unable to answer any of its questions,
As every question begins with u

This room mocks me, laughs at me,
Yet sometimes cries with me
Many times, between day and night...
This room longs desperately for your presence
Once, this room was our home....
Mine, yours and ours.

This room sometimes scares me
My loneliness, the strange emptiness within me
Haunts me.
Every second every minute,
I have felt torn away from you
Come back
And Share these moments of time with me.

Do you not remember this room ...ever?
Do the memories of this room not beckon you ...ever?

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