

Editorial

The Sixth Annual Conference of Rajasthan Association for Studies in English and First International ESL EFL Conference was held on 5, 6, 7 November 2009 at Udaipur by the Department of English, Janardan Rai Nagar Rajasthan Vidyapeeth University in association with Time Taylor International. The theme of the conference was ELT: Today and Tomorrow: Decolonizing English Studies. There were more than one hundred and sixty deliberations in the six parallel sessions held every day during the three day conference. There were papers presented related to the entire sub themes. Only a very limited number of papers could be included in this issue due to the limitations of space. The papers have been selected from all the sub themes to maintain a balance.

The following subthemes were discussed in the conference:

A. Issues in English Language Teaching and Research:

- ◆ Pedagogy for ELT in Asian Countries
- ◆ Devising Appropriate Syllabi
- ◆ Language Analysis and Deconstruction
- ◆ Deconstruction and Pedagogical Models
- ◆ ESP: Theory and Practice
- ◆ CLT: Issues and Perspectives
- ◆ Technologies in ELT Classroom

B. Ethnicity, Culture and ELT:

- ◆ Providing for a Cultural Construct in ELT
- ◆ English Language and Cultural Discourse
- ◆ English v/s Englishes: Assertion of Ethnic Identities
- ◆ Emergence of Minority and Marginalised voices and English Studies
- ◆ Translation as Culture
- ◆ English and Indigenous Languages

C. ELT: Across the Borders:

- ◆ Crossing Borders through ELT
- ◆ Universalizing ELT Practices
- ◆ Global Trends in Teaching and Learning English

- ◆ Issues in Teaching English to the Speakers of Other Languages
- ◆ ESL v/s EFL

D. Decolonizing English Studies: Perspectives in Language and Literature Research:

- ◆ English as a Language of Empowerment
- ◆ Language and Hegemony
- ◆ Translation as Representation
- ◆ Interrogating Language through Literature Teaching
- ◆ Applied Linguistics

E. Teaching / Learning Contexts in Asian Countries:

- ◆ Culture and Language Blocks in ESL
- ◆ Testing Procedures in ESL
- ◆ Continuing Education / Distance Learning in ELT
- ◆ Task-based Language Teaching
- ◆ Content-based Language Teaching

The first six papers by Sonu Shiva and Rajesh Gaur, Shibani Banerjee and Manobi Bose Tagore, Sanjana Sharma, Sarita Jain, Kajal Sharma and Jatinder Kohli deal with the Issues in English Language Teaching and Research.

Next four papers by Gautam Sharma, Digvijay Pandya Kshamata Choudhary and Sanjay Chawla and Anita Kothari discuss the various issues related to Ethnicity, Culture and ELT.

The following three papers by Jayshree Singh, Rajendra Kumar Lidiya and Nagendra Nathawat deal with the sub-theme ELT: Across the Borders.

Sangeeta Singh, Seema Bhupendra and Vinita Goyal discuss the various issues in the sub-theme Decolonizing English Studies: Perspectives in Language and Literature Research.

Richa Mathur, Tarana Parveen, A.K. Patel, Shweta Sharma, S.K. Agrawal and Abha Singh deal with the various issues in the sub theme Teaching / Learning Contexts in Asian Countries.

Thus a judicious selection of articles from various sub-themes provides an over view of the deliberations that have taken place in the conference.

– Dr. H.S. Chandalia

CONTENTS

	<i>Page</i>		
English for e Generation: A Foundation for Business Communication – <i>Sonu Shiva and Rajesh Kumar</i>	1	Need of English in the Globalised World with Special Attention to South Asia – <i>Rajesh Kumar Lidiya</i>	90
The Changing Face of ELT in India – <i>Shibani Banerjee</i>	8	Is Indian English like British English or American English? – <i>Vijender Singh Tanwar & Nagaender Singh Nathawat</i>	95
Changing Face of ELT in India: Problems and Perspectives – <i>Sanjana Sharma</i>	11	Strategies for Improving the Standard of Teaching of English Literature in the Govt. Colleges of Rajasthan – <i>Sangeeta Singh</i>	107
CLT : The Latest Fad Communicative Language Teaching – <i>Sarita Jain</i>	18	Every Man’s English: English as a Tool of Empowerment in the 21 st Century – <i>Seema Bhupendra</i>	115
Teaching English the Silent Way – <i>Kajal Sharma</i>	26	Language through Literature: Language Skills in the English Drama Class – <i>Vinita Goyal</i>	122
Mobile Cellular Phones as Language Learning Tools – <i>Jatinder Kohli</i>	32	Testing of Poetry at Undergraduate Level – <i>Richa Mathur</i>	129
Articulation Problem among the Students of Godwar Region of Western Rajasthan – <i>Gautam Sharma</i>	44	Neuro Linguistic Programming and English Language Teaching – <i>Tarana Parveen</i>	140
The Global Language and Different Communication Means in the Tribal and Rural Society of India – <i>Digvijay Pandya and Subhash Sharma</i>	49	English Language Teaching at Undergraduate Level in Gujarat: Issues and Strategies – <i>AK Patel</i>	156
Problems of Equivalence and Cultural Considerations in Rangeya Raghav’s Translation of <i>Macbeth</i> – <i>Kshamata Chaudhary and Sanjaya Chawla</i>	55	Why don’t Learners Learn When Teachers Teach them: A Case Study of ESL Learners of Kota (Rajasthan) – <i>Abha Singh</i>	164
Translation: A Window on Culture with Special Reference to <i>Samskara</i> – <i>Anita Kothari</i>	64	The Sociolinguistic Representation of the Target Language vis-à-vis the Needs of EIL Learners – <i>S K Agrawal</i>	173
Verbal Culture of EFL: It’s Inter-Relationship with ESL – <i>Jayshree Singh</i>	76	Kinesics and Paralinguistics in a Language Classroom – <i>Shweta Sharma</i>	178
		Our Contributors	199

English for e Generation: A Foundation for Business Communication

Sonu Shiva and Rajesh Kumar

Communication is a process of transformation of information effectively from one person or institution to another by the means of written or oral, verbal or non-verbal media. It can be defined as the interaction or exchange of information, ideas, thoughts, opinions and feelings between the minds of sender and receiver. The communication can be one sided in which the transfer occurs from sender to receiver, or two way in which the sender also receives information or opinion or feedback from the receiver's side. Communication process consists of four steps. First an idea or thought comes to the mind of the sender. Secondly encoding, he frames words, sentences or uses signs or symbols to express his thinking effectively. The third is decoding when the receiver decodes the message and in the fourth his mind receives the thought. In the two way communication these steps are also supported by the feedback from the receiver. Both sender and receiver are very important for the communication therefore, it is necessary that if the medium of communication is supportive in the flow of ideas and thoughts from one mind to another; only then the communication becomes effective. Any hindrance in the way of transmission or lack of effective communication annihilates even a great joyous moment, a cordial relationship, a good plan, or even a well running institution.

In the present time business has crossed the boundaries of states and nation. In this world of information technology it has become such an integral part of the world, that boundaries separating two nations or provinces have almost disappeared. To deal with such globalised market one needs to have a good knowledge of a language that is used equally in all the corners of the world. Nowadays the learning of English

language has become mandatory skill in all sects of society and life and as the world is being controlled by the network of fibres the need of English as a global language has become more important.

In the present scenario when the network of cables and fibres i.e. information technology has brought the whole world together, the significance of English language has increased. The field of business is not only limited within traditional boundaries of transport or selling or purchasing of goods but also new sectors like service sectors, export, companies have emerged. In this business world the communication both internal and external is very important. Business of today depends largely on the contact with the world outside. Everyone in a business has to depend largely on the latest technologies like internet, email, phone and fax etc. Different sectors of business like tale marketing, outsourcing business, tourism etc. require the people who are able to present themselves in front of the world and are ready to face the cut throat competition. For this the individual needs various skills through which he can communicate with his customers both domestic and international. In such a business scenario communication on all levels is required for the smooth running and proper management of a business institution. Communication within the company is required to develop a harmonious relationship, while the external communication is needed for the exchange of information between different companies. This external communication includes interaction with companies, communication with public through advertisements and other promotional schemes, getting the feedback of company's products maintaining accounts and making payments. External communication is equally necessary for making goodwill of the company. On all levels one finds a need of good communicative skills especially in English language. In modern business world, which is both multinational and multicultural, English is the only language that can work as a bridge between two companies. That's why in multinational and domestic companies the knowledge of English is a prior requirement. Everyone who applies for a job in the company needs to have a considerable level of proficiency in English. Because of these external and internal requirements English

has become an undeclared official language of the business world. A. C. Krizan, Patricia Merrier, Joyce Logan and Karen Williams in their book *Effective Business Communication* refer Daniel Knoeppel who states:

In recent years, the way we communicate has changed dramatically due to two factors: monumental leaps in technology (Internet, cell phone, Blackberry) and the globalization of the financial markets. And, not surprisingly, a need for a common language has arisen. English has become that de, facto language regard-less of your mother tongue, unless you work exclusively in local markets. Years ago when I entered the financial markets on the floor of the American stock Exchange, it was a world where interpersonal skills and hard-nosed craft were necessities. Changes in technology have caused a migration away from face-to-face communication toward computer-dependent interaction. Linguistic diversity, however, has not completely disappeared; it is not unusual to overhear a conversation in any number of languages littered with these words: *deal, bid, ask, and price ratio*. The reality is that old modes of communication have now given way to two requisite communication skills: English and technological connectivity. (27)

In India and other Asian countries English had been the language of colonial rulers. Nowadays as everyone strives to have a good command over English language; in an English language class it becomes necessary for the trainer to train his learners in such a way that they are able to find a space and establish themselves in the English speaking and techno friendly scenario of their work places. It is suggested that for the maximum benefit of learners the strategies of the trainer should vary according to the level of the learners in the class room which are for ESL or EFL learners. The learners in the class rooms for teaching business English should be intrinsically motivated because they have a fix target behind learning the language and they must know where they are going to use it in future. Through this the process of language teaching and learning becomes easier. Daniel Krieger in his article "Teaching ESL Versus EFL: Principles and Practices" in *Forum* magazine writes :

In an ESL classroom, students are likely to have a higher intrinsic motivation because English is relevant to their daily lives. By being in the target language community, they have more opportunity to use English and see immediate results from using it. (9)

A trainer for business communication language must know all the aspects of language learning and the techniques used by him should be according to the need of the learners in developing their all four skills i.e. listening, speaking, reading and writing.

A trainer can teach his learners through various ways. He can make his learners learn and use the specific domain vocabulary needed for a particular field like tourism, media, Bpo's and banking etc. For this he can increase their familiarity of the language through various new techniques like,

Quiz method:- He can make learners learn the specific vocabulary through quiz method. This quiz may be based on various fields like translation, synonyms, antonyms, homonyms, homophones or definition. Trainer can make his learners understand the words even by enacting them out. He can use simple games for example; by making one of his pupils act to express the word and others guess it. By presenting opposite of a word the teacher can make the learner understand the words through various aspects. This is undoubtedly an effective strategy to enrich the vocabulary of the learners.

Brain storming:- A trainer can also facilitate the learners about brain storming and can help them in improving their skills by thinking upon various ideas to express a specific thought in a specific way. A trainer can make his learners reflect upon various real life problems. By doing this the trainer can bring the real world around an individual in class room; so that they are able to make their planning and are able to find out their own solutions to their problems. He can make his learners use these ideas by presenting real life situations in front of them. Before beginning the learning process the trainer should know the family background and prior exposure of his learners to the language so that he can decide upon the language proficiency level as well as the learning styles of his learners and thereafter implement new ways and techniques

in the improvement of their language learning process and can help them in coming out of their hesitation. Trainer should be sensitive to the psychology of learners and help them to be comfortable in dealing with language. So that the learners from the business field or one who are going to enter in the field of business all should be benefitted.

Reading Skill:- Learners can be introduced to an exercise of critical reading. The trainer may ask them to analyze an article or a literary work or anything that suits their interest. The content should be chosen in such a way that it should be too simple or too challenging so as to enhance the understanding of the student. Prior to reading the trainer should inform them about the context of what they are going to read through pictures, headlines in order to arouse the curiosity of the learners. This task surely helps learners to enhance their reading capacity as well as their capability.

Comprehension:- The trainer can also use various definitions for the business words and phrases from native language of the learner (L1) and in the target language (L2) and ask his learners to repeat them. He can also give them a study material from the field of business to read and can check their understanding of the given material by giving them questions beforehand as to make their reading and comprehension for a specific purpose.

Composition:- The trainer can ask the learners to construct sentences with the help of certain useful words. Later on the learners can also be asked to compose business letters, memos, drafts, e-mails, and reports by hand or on computer using MS Word, or a work sheet using MS Excel or a Power Point presentation or an adorned greeting. Later he should also take care of their grammar and spelling. If the message is grammatically incorrect it will create obstacles in front of the receiver and he will not be able to understand the message properly. This can harm the image of an individual or the company. A session on the use of grammar and spell check on computer can be helpful for the learners. A. C. Krizan, Patricia Merrier, Joyce Logan and Karen Williams in their book *Effective Business Communication* write:

Incorrect grammar and poor sentence structure could hinder the receiver's understanding of the message of spoken or written message. Punctuation and spelling may create barriers to understanding a written message. As the number of errors increases readers often stop reading for the reading and begin editing. The errors suggest that person who sent the message either does not know the basics of the language or too careless to correct the problems. Neither explanation creates a positive impression of the person who sent the message. As a result, the sender could lose credibility. (23)

Pronunciation:-The trainer should emphasise on the selection of words and sentences for the proper expression. He should observe them closely when learners are given a task to deliver a speech or express their opinions orally. The trainer should carefully listen to their pronunciation. He should find out their problem areas and help them to correct it with continuous drills. He should make learners aware but not conscious of their mistakes.

Motivation:-The trainer should work as facilitator and help the learners by giving them a specific target and motivate them in achieving their goals. His goal should be the all round improvement of his learners. The trainer in the beginning can set small and achievable objectives for his learners to motivate them or improve their confidence and later he can go from easy to hard goals. From general usage he can come to the level where the learners can use the language in an appropriate manner both culturally and socially. They can be introduced to a situation like facing an interview, other situations from their real life as well as business world. The trainer should motivate his learners to express themselves through speaking or writing. However, he should tell them that for this skill reading and listening are equally essential. Daniel Krieger talks about both intrinsic and extrinsic motivation. He refers J. Harmer from *The practice of English language teaching* and writes :

One useful framework for talking about motivation posits that there are two main kinds: extrinsic motivation, which stems from a desire for an external reward, and intrinsic motivation, which consists of learning for personal reasons as an end in itself. (9)

A language trainer should make his learners receptive. His learners should be aware of the language used in the scenario around them and can pick good and effective words from whatever they read or listen. By doing this he will be able to improve their vocabulary, as well as, language competency.

The trainer can also present before his learners a real life situation through dramatic performance. And learner can also be made to work upon a problem together with other learners as peer teaching is an important strategy in language learning.

Finally it would be right to say that the trainer should be creative and experimenting in nature. He can try various techniques and check the result so that he can use them in enhancing the competency of his learners.

References

Forum 43.2, 2005.

Krieger, Daniel. "Teaching ESL Versus EFL Principles and Practices." *English Teaching*.

Krizan, A.C., Patricia Merrier, Joyce Logan, and Karen Williams. *Effective Business Communication*. New Delhi: Cengage Learning India, 2008.

The Changing Face of ELT in India

Shibani Banerjee

Teaching English as a foreign language has always been a controversial issue. Various teaching methods have come into vogue and disappeared. Serious thinking in the field of English language teaching reflects a shift from literature oriented syllabuses to communicative one. Learning English is a huge challenge, and students are often timid in their early attempts to speak. We teach a language so that students can speak, read, listen, and write in that language, and one learns a language so that one can communicate in the language- however limited or general our need to communicate may be. A golden rule for effective teaching of language is, provide opportunities to the learners to use the language- in writing or in speech. Not only communication tasks make language learning more interesting and effective, one should realize that communication is the most natural way to learn a language.

Communicative tasks make language learning more interesting and effective. We all know that communication is the most natural way to learn a language. Language is not only for communication it develops through communication. Hence there is a change in syllabus design, text organization, text based activities, methodology learner and the teacher's role.

A recurring question that strikes everyone is why learners fail awfully at the end of a long period of wheeling and dealings in the classroom? The answer is anxiety, fear, lack of privacy and autonomy. Anxiety and fear are two major terminators of motivation in foreign language learning. Without learner motivation no method can succeed. Therefore, the teacher today emphasizes more on motivating the learners by giving them a platform to express their views through a number of activities. One of the best things about conversation activities is that they rarely require a lot of prep for the teacher, as few materials are needed and the conversation can often take an unexpected turn.

Activities conducted in the classroom

Teachers choose materials for teaching essential English skills in ways that suit a variety of learning styles. Textbooks, worksheets and graphical material provide practice in writing and grammar and appeal to visual learners. Material for listening practice comes on cassette tapes, CDs or in videos and includes monologues, dialogues and songs. Role plays and activities like pyramid discussion help build conversation skills.

The teaching material used are flexible and can be used in a number of ways depending on the target skills and competencies.

Directed Dialogues

Dialogue writing and enacting it has always been a popular activity with the language learners. The students are given a particular situation and asked to write dialogues and then enact the same. This activity helps the learner to communicate as well as develop his writing skills.

Show and Tell

In this activity students are encouraged to bring a favorite picture or object of any kind in the class. They tell about it to the students and answer the questions related to it. The activity encourages interaction among the students and helps in building confidence.

Role Play

Role play is perhaps the liveliest form to get the class involved in speaking. Role play brings situations from real life into the classroom. Students imagine and assume roles. They create a pretended situation, and they pretend to be some different persons.

Once they assume a role the students are forced to improvise and to produce words and sentences appropriate to the situation as well as to the roles they have assumed. Roles such as friends, brothers, sisters, parents, teachers, shopkeepers, police officers, characters from the textbook and popular television programs are very interesting for the students to carry out. Everyday life situations such as shopping, holidays, camps, local journeys, fables and folktales, etc., have been found very useful. Interviews are yet another excellent situation for role play.

Group Work

If the teacher is constantly talking, learners of English as a second language will never get a chance to practice. Group work gives students an opportunity to practice the language. Group works like conducting a group discussion, role model session, story telling activities go a long way in building the students' confidence level and participating as a group member. It not only helps them learn the basis of team spirit but also work in tandem. Such activities also help in developing creativity and allow the slow learners to participate without inhibition.

Apart from these activities these activities it is basically the interaction between the teacher and the student that helps the learner to learn the language more effectively. Learning English as a second language is not an easy thing emotionally. Students will feel self-conscious about their lack of English ability and will thus be reluctant to use the language. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be comfortable experimenting with the language. That means that laughing at or putting down others cannot be tolerated in any way, shape, or form. Effective teaching is when you provide equal opportunities to the students to share communicate and listen to others views.

Conclusion

Thus with the new methods of language learning and the new role of the teacher the students find it quite interesting to learn the language. What is more important is students today have become aware of the role of English in the changing times and have started putting their efforts to learn the language and enjoy the fun of learning through activities.

The classrooms these days are not like prayer houses where there is silence and only the teacher's voice is heard. Today in every language teaching classroom there is meaningful noise because the learners are not dummies they enjoy equal participation in the learning experience, asking questions, discussing and analyzing.

Changing Face of ELT in India: Problems and Perspectives

Sanjana Sharma

In the recent past quantity and power of knowledge has increased greatly and has thrust the world into a knowledge-based economy as well as the knowledge-based society. With this unprecedented global change, an ever-increasing number of developed and developing countries have been making great efforts to build up international cooperation and networks in order to seek the ways to develop their own country politically, economically and socially. In this trend of globalization, the most important language being used among countries, institutions and individuals all over the world is the English language. With the rapid progress of information and communication technology during recent decades, a vast amount of knowledge has been spreading through our borderless world. Therefore, English has come to be considered globally as the international or global language. At the same time, the world trend has become focused on internationalization in almost every area due to the challenges of global competitiveness. But all evidence in recent years indicates that the English language education will be a critical priority for education systems in most developing countries for many years to come. Now that English is language of globalization, international communication, commerce, and trade, the media and pop culture, different motivation of learning it come into play.

Emerging Status of English as Global language

English is no longer viewed as the property of English speaking world but is an international commodity sometimes referred to as World English or English as an International Language. With the IT Revolution and most of software and operating system being in English Language, a new utility for written and oral communication in English Language has

emerged. English is said to be the world's most important language having communicative and educative value. English is used all over the world not out of any imposition but because of the realization that it has certain advantages. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English. It is a progressive language. It is dynamic and flexible. Over and above English is universally renowned for its power of expression and its rich literature.

Language is an essential part of human life. Language is a mode of communicating thoughts and feelings and only man uses it. In the words of Dwight Bolinger, "Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another". English is being learnt and used all over the world not out of any imposition but through the realization that it has certain inherent advantages. India is the largest English speaking community outside UK and US. Here English is second language and is helping us to be in touch with world's ever increasing explosion of knowledge and technical advancement.

English is promoted as a tool that will assist with educational and economic advancement. Proficiency in English is needed for employees to advance in international companies and improve their technical knowledge and skills. It provide a foundation for what has been called "process skills" – those problem solving and critical thinking skills that are needed to cope with the rapidly changing environment of the workplace, one where English plays an increasingly important role.

ELT in India: Problems and Perspectives

The students in India can be categorized into two; the one is having the regional language as medium of study from the primary level and the other is having English as the medium of study. Hence, the problem of teaching English as a second language, to the Indian students starts from the pre-schooling. Further environment and family background play a vital role in success of learning process. For example, countries like India, where majority of the parents are not well educated and with

inadequate income, they are willing to engage the children in some jobs in order to earn money. This is the one of the reason and the affecting factor in teaching. Students of semi urban and rural colleges face a number of problems. English is their second language. Learning a second language means acquiring a system of rules, but just as a very little is known about these rules.

Students find themselves unable to express in English. They have no idea of proper sentence structure. They do not know proper pronunciation, spellings and grammatical rules. The sole objective of the learner remains to clear the exams. But now there is no dearth of English medium schools in such area yet the standards of English are falling rapidly. The emphasis on passing the exams lies so heavy on the students that they opt for the cramming method. Such an approach helps unscrupulous elements to flourish. They help the students in achieving their goals of passing the exams.

The inter-disciplinary relation of teaching and learning process brings home the fact that the problems of the teachers can be solved if we concentrate on the causes of the problem of the students. Our classes are over-crowded. For teaching a second language a class of thirty or forty students becomes unwieldy and no individual attention is paid to the students.

There is a dearth of even simple audio-visual aids. Textbooks prescribed for students are not suitable. Topics, which are in the syllabus, do not give the any practical knowledge to the students. Whatever students learn from books they do not use it in day-to-day affair.

There is a dearth of student's work-book, teacher's hand-book, supplementary readers and the necessary audio-visual material. Our examination system in English put a lot of premium on rote learning rather than the language mastery.

There is no examination in spoken English at college level, therefore our students are not good at speaking fluently in English.

There is an insufficient provision for the subject in the timetable. In some of the Universities it is not a compulsory subject as well, students can choose either English or Hindi.

Today most of us teach reading and writing skills more than listening and speaking skills. Sometimes environment inside and outside the college, including the community and homes has not promoted development of students' communicative English skills.

Our teaching methods should be attractive or engaging for students. We seldom set up interesting activities to encourage students to have fun learning English.

The environment in colleges does not facilitate students in practicing their English every day. There are not enough attractive books or materials in English, which can engage the students' interest in self-initiated learning in the institutions. There is not enough technological support for language learning, as language laboratories, particularly for colleges in rural or remote areas in the country.

Need of the Indian Classrooms: Modification of ELT Approaches

To solve all the problems, a systematic approach should be followed. The teachers should aim at teaching primarily, not knowledge but skills, the different skills required for good Listening-Speaking-Reading-Writing.

Role of Teachers

Teachers should find some ways of helping pupils to enjoy their language activities, and of building their confidence. A teacher who tries to help his pupils in this way has rightly rejected the image of the teacher who acts as the arbitrary dispenser of all knowledge.

- ◆ Teacher can change subject matter from prose to poetry, from essay writing to letter writing to prevent the class from monotonous routine. A teacher plays the most significant role to develop the English language knowledge and skills of the students.
- ◆ The teacher has to keep in mind the age of the student, his native language, his cultural background and his previous experience with English. The experience of the teacher and his level of English mastery are equally important.

- ◆ To achieve the desired effects, the goal of a course must be kept in mind-whether it is aimed at reading, fluency in speech or inculcating translation skill. All these objects shape methodology.
- ◆ Motivation plays a key role and teacher must motivate his students. Lack of motivation is perhaps the biggest obstacle for teachers, counselors, college administration and parents. The main idea of motivation is to capture the student's attention and curiosity and channel their energy towards learning. Intrinsic motivation is motivation from within the student. An extrinsically motivated student learns to receive a reward.
- ◆ We teachers have to figure out the strategies to help students to tap into that prior knowledge, have them share it with each other, and help other students develop a different interpretation of it. A teacher can ask what kind of things they would like to be able to talk about in English. He could ask them if the pace of the class is too fast, too slow, or just right.
- ◆ A teacher can try out various kinds of teaching techniques and tools and ask students to evaluate which ones they think are most effective for them. He can ask himself if he is building a genuine relationship with his student and know what their self interests really are.
- ◆ A balance between teacher centered classroom and student centered classroom is appropriate. A student centered educational programme is not one in which the students run the show, it is one that is run for the benefit of the students.
- ◆ Improvements in second language teaching of English can come through the adoption of new and improved teaching approaches and methods that incorporate breakthroughs in our understanding of language and how language learning takes place.
- ◆ All students have to be actively involved in discovering the features of the language. They should not be given rules, but rather work inductively. Techniques like error detection correction, which help to eradicate persistent grave errors which have fossilized over many

years, cloze procedure technique which involves the systematic deletion of words from a text for students to fill in and is used to focus attention on specific language items, paraphrase technique, dictogloss, language games etc. can be helpful.

- ◆ A teacher has to be interactive, firm but friendly, proficient in the subject while keeping in mind student's needs and gently critical during such activity. While teaching reading a teacher should plan 'pre-reading', 'while-reading' and 'post-reading' stages which can make reading much effective. For teaching writing cooperative writing activities like dictogloss, dialogue journal, self/peer-editing can be conducted. To enhance speaking proficiency meaningful, authentic, goal-oriented activities like role plays; discussions and debates, speeches and presentations could be done.
- ◆ We have to design the syllabus and adopt methods to test their English language proficiency. Therefore, it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the need of the hour and suitable to the students in achieving their goals.

It is quite unfortunate that whatever our English language teachers gain in the completion of their course or education as eligibility for seeking a job or an employment, it stays there and the teaching learning stagnates. The process of teaching is not updated even after the passage of years. Becoming an English language teacher means becoming part of worldwide community of professionals with shared goals, values, discourses and practices, but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role. The focus on professionalism may mean different things in different places. In some it may mean acquiring qualifications recognized by local educational authorities or by international organizations and attaining standards mandated by such bodies or may also mean behaving in accordance with the rules and norms that prevails in their context of work.

Role of Government

- ◆ Government should provide adequate funds for good laboratories, audio-visual aids and library.
- ◆ At college six periods per week should be given to English.
- ◆ Not only written but oral exams should also be conducted to improve and enhance student's speaking proficiency skills.

Role of the Students

If we want participants to become fluent in the language, Then – the learner must use the language instead of being a passive learner, By – Integrated development of Listening, Speaking, Reading and Writing skills, so that – The learner is solidly poised for active listening, confident speaking, reading for understanding and independent writing.

Effective ELT Paradigm: Access to bright future of the students

Teaching of English as second language should facilitate the students to face the world, which is full of political, social, and international as well as personal controversies, without fear. It should give self-confidence to the students. By the effective teaching, the students should be enabled to go for right choices, sound judgments and also for decision-making individually.

CLT : The Latest Fad **Communicative Language Teaching**

Sarita Jain

Communicative Language Teaching came into prominence as a result of changes in the British language teaching situation from the late 1960s. The work of the council of Europe, the writings of Wilkins, Widdowson, Candlin, Brumfit, Keith Johnson and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching, the application and acceptance of these ideas by text book writers and British language teaching specialists gave impetus nationally and internationally to communicative approach or simply communicative language teaching.

Aims of CLT

- (a) To make communicative competence the goal of language teaching.
- (b) To develop procedures for the teaching of the four language skills that acknowledges the interdependence of language and communication. There is no single text or authority on it, nor any single model that is universally accepted as authoritative.

CLT is interpreted and applied in varied ways and educational practitioners can identify with it and can interpret it in different ways. Savignon offers as a precedent to CLT a commentary by Montaigne "Without methods, without a book without grammar or rules, without a whip and without tears, I had learned a Latin as proper as that of my school master." (Savignon 47). This anti-structural view can be held to represent the language learning version of a more general learning perspective usually referred to as 'learning by doing' or 'the experience approach' (Hilgard and Bower 1966). This notion of direct rather than delayed practice of communicative acts is central to most CLT interpretations.

Theory of language

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as 'communicative competence'.

A more recent but related analysis of communicative competence is found in Canale and Swain (1980) in which four dimensions of communicative competence are identified— **Grammatical Competence**, Sociolinguistic Competence, Discourse Competence and Strategic Competence. Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is 'formally possible.' It is the domain of grammatical and lexical capacity.

Socio-linguistic Competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction.

Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.

Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain repair, and redirect communication.

At the level of language theory CLT has a rich, eclectic theoretical base. Some of the characteristics of this communicative view of language follow:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Theory of Learning

Very little has been written about the learning theory. Elements of learning theory are found in CLT practices. One such element is the communication principle. Learning is promoted by the activities which involve real communication. The second element is the task principle. Learning is also promoted by the activities in which language is used for carrying out meaningful tasks (Johnson 1982). A third element is the meaningfulness principle. Language that is meaningful to the learner can be acquired by him easily. Learning activities are thus selected keeping in view as to how well they can grip the learner in meaningful and authentic language use.

Johnson (1984) and Littlewood (1984) consider an alternative learning theory as compatible with CLT. According to this theory, the acquisition of communicative competence in a language is an example of skill development. This involves both a cognitive and a behavioral aspect.

The cognitive aspect involves the internalization of plans for creating appropriate behaviour. For language use, these plans derive mainly from the language system. They include grammatical rules, procedures for selecting vocabulary and social conventions governing speech. The behavioural aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This theory thus lay emphasis on practice for developing communicative skills.

DESIGN

Objectives

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. An integrative and content level (Language as a means of expression);
2. a linguistic and instrumental level (Language as a semiotic system and an object of learning);

3. an affective level of interpersonal relationships and conduct (Language as a means of expressing values and judgements about oneself and others);
4. a level of individual learning needs (remedial learning based on error analysis);
5. a general educational level of extra-linguistic goals (Language learning within the school curriculum) (Piepho 8)

These are general objective applicable to any teaching situation.

The syllabus

Different writers have proposed different type of syllabus for CLT.

Yalden describes the major current communicative syllabus types. The modified version of Yalden's classification of communicative syllabus types, with reference sources to each model is summarized below:

No.	Type	Reference
1	Structures plus functions	Wilkins (1976)
2	Functional spiral around a structural core	Brumfit (1980)
3	Structural, functional, instrumental	Allen (1980)
4	Functional	Jupp and Hodlin (1975)
5	Notional	Wilkins (1976)
6	Interactional	Widdowson (1979)
7	Task based	Prabhu (1983)
8	Learner Generated	Candlin (1976) Henna Stanchina and Riley (1978)

“The only form of syllabus which is compatible with and can support communicational teaching seems to be a purely procedural one – which lists in more or less detail, the types of tasks to be attempted in the classroom and suggests an order of complexity for tasks of the same kind” (Prabhu 4).

An example of such a model that has been implemented nationally is the Malaysian communicational syllabus (English language syllabus in

Malaysian School 1975) – a syllabus for the teaching of English at the upper secondary level in Malaysia.

Types of learning and teaching activities

The aims of classroom activities are to complete the tasks that are mediated through language or involve negotiation of information and information sharing. These attempts take many forms Wright (1976) achieves it by showing out of focus slides which the students attempt to identify. Byrne (1978) provides incomplete plans and diagrams which students have to complete by asking for information. Geddes and Sturtridge (1979) develop “jig-saw” listening in which students listen to different taped materials and then communicate their content to others in the class.

Littlewood (1981) distinguishes between “*functional communication activities*” and “*social interaction activities*” as major activity types in CLT. Functional communication activities relate to such functions as – learners compare sets of pictures and note similarities and differences they discover, missing features in a map or picture; workout a sequence of events in a picture. One learner communicates behind a screen to another learner and instructs him how to draw a picture and so on.

Social interaction activities involve conversation and discussion sessions, dialogues and role plays, simulation skits, improvisations and debates.

Learner roles

The emphasis in CLT is on the process of communication. Breen and Candlin describe the role of learner in the following terms. The role of learner as negotiates between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.” Very often there is no text book, grammar rules are not presented, classroom arrangement is below standard, students interact with each other and correction of errors are infrequent or absent. Successful communication is jointly achieved.

Teacher roles: Several roles are assumed for teachers in CLT. Breen and Candlin describe teacher roles in the following terms. “The teacher has two main roles, the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. A third role for the teacher is that of researcher and learner, with much to contribute in the terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980:99)”.

Other roles assumed for teachers are needs analyst, counselor and group process manager.

Needs analyst: The CLT teacher is equipped with the responsibility of determining and responding to the language need of the learner. It can be done formally through administering a needs assessment instrument, exemplified in Savignon (1983). Such formal assessments contain items that determine an individual’s motivation for studying the language.

Counselor: In this role, the teacher counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation and feedback.

Group process manager: It is the responsibility of the teacher to organise the classroom as a setting for communication and communicative activities. Guidelines for classroom practice (eg. Littlewood 1981; Finocchiaro and Brumfit 1983) suggest that during the activity period the teacher monitors, encourages and suppresses the learner if he is inclined to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice. When the group activity is concluded the teacher debriefs the activity, points out alternatives and extensions and help the groups to correct themselves.

The role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Materials influence the quality of classroom interaction and play an important role in promoting communicative language use. There are three kinds of materials used in CLT; text-based, task-based and realia.

Text – based materials – Numerous textbooks have been written to support CLT. Some of the books have large structural syllabus and are slightly reformatted to justify their claims as based on CLT. Others look different from previous language teaching text. Texts written to support the Malaysian **English Language Syllabus** (1975) represents a departure from traditional modes. A typical lesson consists of a theme (e.g. relaying information) a task analysis for thematic development (e.g. understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information) a practice situation description (e.g. A caller asks to see your manager. He does not have an appointment, Gather the necessary information from him and relay the message to the manager).

Task-based materials: A variety of games, role plays, simulations and task-based communication activities have been prepared to support communicative Language Teaching classes. These typically are in the form of one-of-a kind items. Exercise handbooks, cue-cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

Realia : These might include language based realia such as signs, magazines, advertisements and newspapers or graphic and visual sources such as maps, picture, symbols, graphs and charts.

Procedure: Due to a wide variety of classroom activities and exercises typical classroom procedure is not feasible CLT procedures are evolutionary rather than revolutionary. Such procedures have many common principles of other methods. Traditional principles are not rejected but are reinterpreted and extended. This conservation is found in Alexander’s **Mainline Beginners** (1978) and **Starting Strategies**

(Abbs and Freebairn 1977). They have introduced teaching points in dialogue form; grammatical items are isolated for controlled practice. Students indulge in pair and group work. They are freed to use and practice functions and forms.

Conclusion

CLT is best considered an approach rather than a method. Though the language and learning theory is consistent, designs and procedures permit individual interpretation and variation. CLT appeared at a time when there was a complete overhauling of British language Teaching. CLT had a great appeal to those who adopted a humanistic approach towards teaching.

Teaching English the Silent Way

Kajal Sharma

Language can also be compared with a sheet of paper; thought is the front and the sound the back; one cannot cut the front without cutting the back at the same time; likewise in language, one can neither divide sound from thought nor thought from sound (*Saussure*).

Language teaching, therefore, is credited with mass appeal. Foreign language teaching bears an important role as, a language learnt is better understood and is beheld. Every human wants a language so that communication happens, in other than the mother-tongue.

Thereby, were created many methods of teaching foreign language. They didn't develop suddenly but has a past history. Romans studied Greek as a second language and engaged tutors and servants who spoke in Greek. During the middle ages, Latin became the language of communication and further, Renaissance age experimented a different approach wherein it was felt that a second language can be learned with grammatical skills. Hamilton opined teaching grammar inductively, Henry Sweet of England came up and argued that sound methodological principles should be based on a scientific analysis of language and a study of psychology.

Life is dynamic and so, many methods of teaching English emerged and changed likewise. Silent Method is one such method of teaching English. Silent way of teaching was devised by **Caleb Gattegno**. He was born in Alexandria, Egypt on November 11, 1911. He was a Doctorate in mathematics from University of Basel. He founded the International commission for the study and improvement of Mathematics Education in 1951. He is best known for his innovative proposals for teaching and learning maths, foreign languages, The silent way and reading words in color. He created pedagogical materials for the teaching of reading, foreign language and mathematics.

Silent way is an approach to language teaching designed to make students independent, responsible and creative learners. Students become creative and likewise this method comes out to be constructivist in nature, accelerating among students the skill of developing their own conceptual models of all the aspects of language. Thereby, through silent way, students become experimental learners.

Caleb Gattegno's pedagogical approach is characterized by radical propositions based on the minute observation of human learning in many and varied situations. There are three such propositions. First, Gattegno noticed that there is an energy budget for learning. Human beings have a highly developed sense of the economics of their own energy and are very sensitive to the cost involved in using it. It is, therefore, reasonable to seek ways of learning which are cheap in terms of the amount of energy spent. He proposed a unit of effort in learning elementary maths, which he called *ogden*, second, he considers that only awareness is educable in human beings and therefore proposes pedagogical procedures based on awareness. Third, Gattegno suggests that for pedagogical actions to be effective, teaching should be subordinated to learning.

Gattegno was of the view that as per the energy budget, learning can be of two types depending on the quantity of energy, some activities needs less of energy and some needs more. Every time one spends energy because one has to memorize arbitrary facts, for such the energy cost can be very high when subject is not interesting. The mental glue needed to memorize is expensive and this type of learning needs a lot of energy. But rather, Gattegno explains the technique of retention that is, reception of sensory images. Listening to something, we create auditory images in a parallel way and energy enters from outside and the learner uses a tiny amount of his energy. That's way Gattegno bases his silent way of teaching as supreme and says that education shouldn't be based on memorisations, which has a high energetic cost but on retention.

'Only awareness is educable' is the dictum followed by Gattegno. Silent way of teaching makes the learner learned by his awareness to the unknown subject. The role of the teacher in such a case is not to inform

the students of the subject but to help them to discover it. Gattegno created pedagogical materials to engender awareness as only awareness is educable. He suggested that teachers should subordinate their pedagogical actions to the learning of their students.

It is on these values and principles, the silent way of teaching is based. The approach is called as silent because the teacher remains mainly silent, giving students the space they need to learn to talk. It is assumed that in this approach, the students' previous experience of learning from their mother-tongue will contribute to learning the new foreign language. It is the same activity of a child learning his mother-tongue on his own, likewise the learner can be made to learn the foreign language. The awareness of what language is, includes the use of non-verbal components of language such of intonation, melody, breathing, convention of writing and combinations of letters for different sounds. Gattegno opined that it is not because teachers teach that students learn. Actually their awareness is touched. He, therefore, proposed awareness rather than providing knowledge. He believed that if mistakes are committed by learners, it is fruitful and as he say, 'gifts to the class'. This attitude towards mistakes frees the students to make explorations and going forward for creative works, of how the new language functions. Herein, the energy level needed to learn is less as compared to the memorisation technique. The role of a teacher is that of an initiator, giver of feedback to students. The teacher becomes a person who provides materials to the learners. The material includes – color or sound chart, *fidel*, *cuisenaire rods* and word chart containing words of functional vocabulary and pointer.

Color / Sound Chart

It is a wall chart wherein can be seen a certain number of rectangles of different colors printed on a black background. Each color embody a phoneme of the language being studied. A teacher through a pointer touches a series of rectangles, without saying anything and make students produce any utterance in the foreign language.

Fidel

This is an expanded version of the sound / color chart. It groups together all the possible spellings for each color, thus for each phoneme.

Cuisenaire Rods

The teacher used it for low-level languages. The rods allow the teacher to construct non ambiguous situations which are directly perceptible by all.

John Mullen has talked about cuisenaire rods in his article '*Cuisenaire rods in Language Classroom*'. He said that the rods represent a phoneme. A word difficult to pronounce can be made a visual aid, to treat each sound separately. The rods can also represent a syllable for example, a teacher can place two rods in a row to show that there are two syllables in 'varied' & three in 'various' (Mullen).

Word Chart

It allows the teacher to link colors, graphemes or words together while maintaining the ephemeral quality of the language. They are same as sound / color chart and the fidel.

Thus, each tool plays its part in allowing the teacher to the students' learning. It enables the teacher to work systematically. So, in this silent way, the teacher like the complete dramatist, writes the script, chooses the props, sets the moods, models the action, designates the players & is critic for the performance.

The teaching criteria of the silent way is relaxable. At on elementary lesson, emphasis is laid upon the sounds and prosody of the language and on construction. At first, teacher proposes situations to students and then students do that themselves. Accordingly, students find it a challenge in finding ways of expressing situation in the target language. The interest level is high leading to creative output. At a later stage, students talk to one another and mistakes are corrected by themselves. The students use imagination, intuition, sensitivity and such mental groundings. The teacher too feels thrilled.

Patricia Benstein depicts her views on the silent way of teaching in her dissertation research on "*An overview of the silent way*". She describes the silent way as a teaching method for foreign languages in which the teachers are mostly silent and use rods & charts as their main teaching tools. But confusion occurs when it is understood as a teaching method rather than an approach to teaching.

Method refers to "an overall plan for the orderly presentation of language material, no part of which contradicts & all of which is based upon the selected approach. An approach is axiomatic, a method is procedural". Approach refers to 'a set of correlative' assumptions dealing with the nature of language & the nature of language teaching & learning (Anthony).

Benstein talks about silent way and says:

The silent way is the name given to the subordination of teaching to learning when it is applied to foreign languages. Gattegno used to say, "*I teach people & they learn the language*". This means that the teacher and the student focus on different things during the lesson. It is the students' job to direct their learning. It is the teacher's job to work on the students by presenting language in such ways that force awareness and presence to the moment. In the silent way classroom, the subordination of teaching to learning can be implemented according to the following sequence of steps:-

- (i) Student experiments with the language. She / He produces a sentence, grammatical construction, sound combination.
- (ii) Teacher gives feedback.
- (iii) Student produces an additional experiment, trying to correct himself, which provides feedback to the teacher.
- (iv) Teacher deduces from the produced sentence whether his trial was helpful.
- (v) The cycle continues until the students' utterance is adequate and correct (Benstein).

John pint describes how the vocabulary can be learnt with the silent way:

The silent way makes it easy for students of foreign languages to master grammar at an early stage in their study. This can be accomplished while playing games with ad-hoc materials as well as Cuisenaire rods. After

achieving good control over the grammar, pronunciation and melody of a language, students can absorb large amounts of 'content vocabulary' (shoe, tree, run, etc.) and immediately put these words to use in sentences (Pint).

So, this was silence-oriented language teaching propounded by Caleb Gattegno, very interesting & consuming less of energy, besides enhancing the skill of the learners Surely, Caleb should be credited for inventing such a relaxable technique of teaching.

References

- Anthony, E. *Approach, Method and Technique*. English Language Teaching 17.2 (1963).
- Benstein, P. *Explaining Concepts Behind the Silent Way*. 1995. 13 March 2009. <<http://pagesperso-orange.fr/une.education.pour.demain/articlesrrr/sw/pate.htm>>.
- Gattegno, Caleb. <http://en.wikipedia.org/wiki/caleb_gattegno>.
- Mullen, John. *Cuisenaire Rods in Language Classroom*. Dec 1996. <<http://pagesperso.orange.fr/john.mullen/cuisenaire.htm>>.
- Pint, John. *Teaching Vocabulary the Silent Way*. Caleb Gattegno's Approach to Foreign Language Vocabulary Building. <http://languagestudy.suite101.com/article.cfm/teaching_vocabulary/the_silent_way>.
- Saussure, Ferdinand. *Course in General Linguistics*. 1916. What is Language? <<http://grammar.about.com/od/grammarfaq/f/whatislang.htm>>.

Mobile Cellular Phones as Language Learning Tools

Jatinder Kohli

Knowledge of English language is one of the factors influencing class-distinction in our country and opens doors to jobs in fields ranging from health care to customer service. As a generation of the technologically savvy digital students enters the college of education, the faculty faces the challenge of intellectually engaging them. This is a world which is driven by technology. How can technology affect class-rooms? Classroom should now be a technology friendly place and a learning friendly place. Technology can have a main influence on the teaching and learning of language. Today, technology makes a flexible pedagogy possible. It is now possible for pedagogy to have its beginning in the individual learners' knowledge and needs, and at the same time learning is no longer limited by time or place. Technology adds dimensions to the already multifaceted domain of second language learning. Second language acquisition is a dynamic, creative innate process. There is practical application of technology in the second language learning setting using technology for specific purposes and approaches. Technological tools, all forms of electronic & information technology can be used to facilitate foreign language or second language learning. This includes the obvious tools of computer & internet technology used. It also includes other forms of communication technology such as wired & wireless telephone, television & radio (broadcast, satellite & cable) & the integration of older communication technologies with newer information technologies. Research & theory provides directions & implications for how technology can best be used to improve L2 proficiency in the areas of listening, speaking, reading and writing. It is about how instructors can use the technology to provide new learning tool to "net generation"

(Oblinger and Oblinger) that enables them to acquire language proficiency. Technology enhanced language learning means doing old things in a new ways or doing new things. Technology advances are not only helping to create virtual language learning environments but also contributing to adding a new dimension to real world language-learning and cultural experiences.

There is a rapid proliferation of mobile phones among the students. The use of mobile phones and other portable devices is beginning to have an impact on how learning takes place in many disciplines including language learning. Learners who are not dependent on access to fixed computers can engage in activities that relate more closely to their current surroundings, an amalgam of formal and informal learning. This creates the potential for significant change in teaching and learning practices. It promotes autonomous language learning. Taking the broader field of learning from mobile-devices as the setting within which developments in mobile-assisted language learning may be understood, the paper argues that an emphasis on mobility can lead to new perspectives and practices. The paper offers reflections on what mobile learning has to offer and considers whether it is likely to change how languages are taught and learnt.

'Mobile learning' is not an established concept; therefore its current interpretations need to be made explicit. Examples of current projects and practices show a correlation between mobile and games-based learning, and can further illuminate what is distinctive and worthwhile about mobile learning. In spite of the new technologies designed to connect us, information overload and round the clock accessibility via the internet and the cell phones have reduced much of our communication to text messaging. Growth of wireless and emerging technologies like through Smart-phones and the popularity and availability of mobile devices around the world today make them an ideal tool for learning. Mobile technology is less expensive. Mobility and portability are convenient features. Mobile phone is superior to a computer in portability. It is much cheaper to get a mobile phone than to install satellite links in rural areas. Mobile technology is being used as a learning tool

throughout the world to facilitate L-2 proficiency. It has the potential to become a more integral part of language learning courses.

Over 75% of target population has access to cell phone in their homes. Cell phone membership is nearly universal and readily available. Cell-Phones are pedagogic in nature. In a country where the number of mobile phones exceeds the population mobile devices can play a vital role in the learning of languages.

Cell-phone functionality is advancing rapidly. Like it or not, most students in higher education are constantly using cell-phones. Since their inception, the dimensions of cell-phones have waned as much as their abilities have waxed (Chinnery). In the last decade, mobile phone technology has witnessed incredible developments in technology from analog to digital and from plain and simple mobile phones to the current 3 G Smart-phones which can serve as mini computers, telephones, radios televisions and cameras. This rise in technology has been so monumental that it is outpacing the devices that are currently in the market. The use of the Internet has become commonplace for most mobile phone users, enabling ubiquitous access to e-mail, e-books, blogs. Mobile phones are becoming increasingly sophisticated communication tools that incorporate more and more textual and multimedia features. Some of the features of Low-end cell phones are voice capabilities, text messaging, single player games, basic speech recognition, camera, etc. But in next few years they would carry multi player video games, speech recognition, multimedia messaging service, pod-casting, MP3 player, etc. High end cell phones already have all these plus streaming videos and Live TV. They have applications ranging from educational or financial transactions to communications platforms. These phones have great web functionality. Learners with high-end mobile have access to data-capable mobile phones that allow them to connect to any website and download content at any time. In language learning, all of these features enable communicative practice, access to authentic content and task completion. Putting aside services stemming from mobile networks, mobile phones themselves can also act as multi-functional devices which can be used for purposes such as taking pictures and short videos, recording voices,

exchanging data with other electronic devices, and accessing dictionaries for language learning. They have also been used for administrative matters-SMS for course updates, reminders, etc.

The term **MALL - Mobile assisted Language Learning** was coined by George Chinnery, who regarded digital handsets as useful tools for language learning. Mobile ESL Learning is a brave and ambitious attempt to harness the power of mobile digital technology. Mobile learning is regarded as the new generation of learning (Levy & Stockwell) and in many countries some open Universities have already successfully conducted m-learning in distance learning education programs and the results have proven to be effective (Thornton & Houser). It deals with how best to use, such tools to support various kinds of learning. Not only does M learning uses technology that most, if not all are thoroughly familiar with, mobile phones have added advantage in the field of language learning, summed up aptly by Clark Quinn, the director of cognitive systems at knowledge Planet, and cited in Shephard ; “The mobile phone has one facility that makes it better than most PCs. It has been designed to deliver audio. You can listen to, or even talk with a real person. It is this mix of audio and text that makes delivery of certain types of learning content possible. It enables the students to learn English during downtime and at own pace. It reduces class-room time through blended learning component. Activities are carefully crafted by educators and technologists using emerging technologies like mobile phones, MP3/MP4 players, PDAs and Palmtop computers. Some already existing software is C D ROM Software—**Rosetta Stone**. Online Practice Tools—**TESL.org-Teachers of ESL**. Interactive WEB Portal—**USA learns**. Social Networking Sites—**Live Mocha, Shared Talk**. Hand-held learning tools—**Sed de Saber. Cell Phones**—cell phone based mobile learning initiative offer ESL instruction. PDF formats have also become popular and have compatibility with mobile devices. As mentioned earlier, with mobile phones it is easy to access the study material from internet.

Mobile learning or m- learning is an emerging part of the e-learning movement furthered by European initiatives such as **mobilelearn**.

MOBILearn was a world-wide European led research and development project earlier this decade exploring informal, problem based and workplace learning through mobiles. Many countries are developing e-learning and collaborative learning strategies and using innovative technologies and their didactic applications promoting interactive e-learning and electronic publishing tools for e-learning.

In UK mobile technologies were a familiar part of the lives of the most teachers and students. Yet their integration into teaching and learning has been more gradual. Some countries already successfully using mobile phone technology are- **Middle East Technical University-Turkey** offers mobile phone based ESL program for high school students. It uses MMS (teaching) and SMS (quizzes) to teach vocabulary and pronunciation. They have found mobile phones to be more effective than computers or hand outs in a controlled environment. **Tribal Education& Technology (M-learning) UK** prepares educational software specializing in M-learning. It is used for self-learners and also classrooms. Its target is immigrants. **Praxis—China**—provides podcast based products. Business English is focused.—**Athabasca University—M-learning, Canada**- Teacher provides 30 minutes of training on how to use mobile phone. Internet based content is accessed through proxy server on 3 G capable phones. **University of Tokushima—Japan**- Use of PDA s, GPS and RIFD tags to teach English to foreign students. Students memorize vocabulary using RFID tags to display information. Use of mobile phones in developing countries also has generated a lot of discussions. It is not surprising that there is an International Association for Mobile learning. Experimentation has been going on in this area for quite awhile. There is now a greater use of mobile phones in the education sector connecting students’ cell-phones to education. It can be used effectively by both educators and learners. The use of mobile phones and other portable devices is beginning to have an impact on how learning takes place in language teaching.

M-learning is a complementary relationship between computer technology and appropriate pedagogic programs. M-learning program subscription can be bought from the suppliers who may provide specific

modules and assign subscription to students enrolled in ESL Classes. Students can register with unique ID/password. Teachers can assist, instruct and monitor students' progress. After subscription ends students no longer can access program. Teacher can access the performance data of the students. Modules may include new words - their definition, translations, meanings, and even pronunciation through sound clip. There can also be visual representation of word. Words used in a sentence can be shown. It can be used to expand vocabulary and for comprehension of single words and phrases. They can be instrumental in language instruction. Vocabulary practice, quizzes, words and phrase translations, providing vocabulary instructions by SMS. Use of SMS in language learning is a pedagogically sound technique. Chinnery has cited several language learning projects using mobile phones, including ones by Stanford Learning Lab, which gives Spanish learners access to vocabulary, quizzes and live talking tutors, all via their mobile phones. Thornton & Houser tested short English lessons with their learners by sending them to mobile phone e-mail addresses. Levy & Kennedy used the SMS function on mobile phones to assist students in learning Italian. All the results of these programs were reported to be effective for language learning (Chinnery).

In order to access their practice and assessment sessions, students use a mobile phone to dial a specific phone number to access an Interactive Voice Response (IVR) system. They then pass a log-in process by keying in individual student numbers and PINs into their mobile phone. They are presented with a series of ten question prompts, randomly selected. Students verbally respond to each prompt and their responses are recorded. Students progress through levels - each consisting of twenty questions of a specific difficulty. Different topics chosen by the teachers are practiced and assessed. The responses are saved to a server as WAV files which can be played through a web interface and marked online by a teacher. The answers can also be pod-cast, benefiting both teachers and students. Teachers can subscribe to a pod-cast of student answers and mark them at their leisure. They can also highlight a particular answer as an "exemplary" answer and students could

subscribe to a pod-cast of the exemplary answers on their iTunes / iPod. Students can also subscribe to hear their own answers. Where a student's response is unsatisfactory, an exemplary answer for that question is provided. Students can later compare their response to the exemplary answer and re-record their answers. Teachers decide when students move on to the next level of questions and which questions need to be re-answered within any given level. This is how Mobile phones were used for vocabulary learning to teach Irish language.

BBC has announced that its service BBC Learning English has launched on Mobiledu.cn. Nokia's new mobile **English Language Learning (ELL)** will enable English learners in China to use their mobile phones to take authentic and modern English learning courses provided by BBC including **Take Away English, Real English** and Quizzes. Mobile du.cn. is a new learning application software specifically developed by Nokia for mobile devices (Agnes Kukulska Hulme and Lesley Shield). Mobile technology assists in not merely knowledge of grammar and vocabulary but how to use English in communicative situations, formal and informal language styles. It is more oral than text based and emphasizes fluency over accuracy. In cultures where teacher-centered classroom is still the norm, learners may not respond willingly to communicative activities (Richard 1985). One can take advantage of students' interest in the latest mobile technology by designing a project-based video task. This task which combines drama and technology motivates students because they enjoy recording with their mobile phones. There is an agreement in ELT literature about the motivating effect of dramatization (Arditto; Gill; Hyacinth; Miccoli). It breaks the monotony of traditional class teaching and is enjoyable and stimulating. A drama project is an excellent way to get students to use different communicative functions in English, including description, narration, identification, debate and decision - making (Millrood). An educational use of mobile phones negates problem behaviour from undisciplined students who abuse the video recording capability of their phones. In more disturbing case, students use their mobile phones to infringe on others' privacy and even to harass them. It helps in regulating students

so they use the technology for positive social and educational benefits. Other ideas for mobile phone projects can be a short film, a documentary, an instructional video, a commercial (Suleyman Nihat Sad). **Moblogging**, is constructive use of blogs to promote English. It is a combination of mobile and weblog to post words or pictures to a website using mobiles (George M. Chinnery). It increases student motivation through the use of familiar technology. Kegan says M-learning will provide the future of learning. The success and impact of any m-learning project however cannot rely solely on the technology provided. The ability of teachers and students alike to embrace the change is vital.

Even in countries like India, cell-phone ownership is growing fast. Mobile phones which are already in use for communication and entertainment can be used in educational setting. India is set to have 500 million cell-phone users by 2010 and that makes the cell-phone an ideal tool to empower students with the English language. English is a power language as it means better jobs. Teachers of English can create educational projects that create applications that run on mobile phones. The MILLEE (Mobile and Immersive Learning for literacy in Emerging Economies) is one such Ph.D project of Mathew Kam from the Berkeley Institute of design at the University of California. It uses games played on mobile phones to help kids learn English in rural India. It is a controlled experiment with 800 rural children in 40 villages in India- using language learning packages including traditional village games. 450 mobile phones were provided by Nokia Research Centre. English language instruction can be delivered in an interesting way. L-2 learners can also use the dictionary feature that is already given by the service providers. It can be used in the early stages of vocabulary acquisition. Recording and playback features can be used to improve upon their pronunciation.

It is reshaping teaching & learning; supporting, expanding and enhancing course content, learning activities and teacher- student interaction. It makes student focused and engage them in collaborative learning strategies. Collaborative learning is the acquisition of knowledge, skills or attitude occurring in individuals as a result of group interaction. Technology uses which place language learners in the role of active

participants and teacher in that of facilitator. It is a student centered approach to learning where the instructor is more like a facilitator than a teacher as he uses the technology to complement and enhance what the teacher does for collaborative learning. Devices are used as tools to accentuate or aid the learning process. It is to incorporate technology with the communicative approach. Collaborative content building and dissemination of information can enhance learning outcomes.

But MALL is in its infancy. SMS Feedback is useful, efficient and preferred method of communication the only problem being time constraint and the cost of text message. Only quizzes, grammar, drills and vocabulary lists dominate. While mobile devices will no doubt play an integral role in education practices in some places in the near future, we still remain a few steps removed from mass adoption, even in affluent education obsessed, technologically developed societies like Korea and Japan.

Klopfer, et al. claimed 5 properties of mobile devices to data collection devices, other devices or to a common network- **Portability**-the small size and weight of mobile devices means they can be taken to different sites or moved around within a site. **Social interactivity**-data exchange and collaboration with other learners can happen face to face. **Context sensitivity**-mobile devices can both gather and respond to real or simulated data unique to the current location, environment and time. **Connectivity**-a shared network can be created by connected mobile devices to data collection devices, other devices or to a common network. **Individuality**-scaffolding for difficult activities can be customized for individual learners.

Mobile learning has significant potential to be very influential in developing countries because of its ubiquitous nature. Mobile learning with its any time/place/pace learning will conveniently accommodate different modes of language learning for different group of learners. It is flexible, personalized, interactive, user-friendly, low cost and convenient. Chinnery writes that as in other technology, advanced language learning milieu, mobile learning environments can take a variety of formats—face to face, distance or online, self-paced or even calendar-

paced. It can motivate learners using an informal setting. More focus is on learning, not teaching. It is individualized learning for students with limited language proficiency. It can inform, empower and advance their work. It will increase student's motivation, confidence and language speaking abilities. It is more interactive, more participatory, more energetic, giving more individual feed-back. With new-technologies the system facilitates more student autonomy. It is a new and fun way to learn. It is a useful and desirable tool to support informal language learning. Mobile devices have the potential of moving language learning from predominantly class-room based learning context into contexts that are free from time and space and in which learning is to a larger extent defined by learner's participation engagement and context awareness.

There are many inherent limitations of mobile devices as a learning instrument at least in the case of how we currently conceive of traditional educational delivery. Small memories, small screen sizes, low image resolution, limited audio-visual quality, inconvenient word input, battery life, lack of technique standardization and compatibility and slow Internet connection are the common complaints of mobile phone users. It is difficult to read long text or complete grammar exercises as this process requires a great deal of visual focus and mental concentration. Everyone cannot afford the data plan that telecommunication companies charge for web-access.

Language lessons should not be designed around technology as they are merely tools. One should avoid pitfalls and exploit efficiently its resources and connectivity for language learning. What mobile devices lack in capability (regarding sound and video quality and screen size) they make up for in portability. Students are able to access language learning materials anytime, anywhere and communicate with teachers and peers. One of the major advantages of m-learning is that it is spontaneous, portable and very personal to the user. Further it can also be informal, unobtrusive and ubiquitous (Kukulasea-Hulme and Traxler). Lessons should focus on building skills that are most relevant to the learner.

The limitations of mobile phone learning are likely to be overcome by the development of the new technologies in the coming years. When mobile networks gain the capacity to reach broadband speeds and when the inherent typing problems associated with mobile devices are eventually solved, we will begin to see a complete transformation of hardware that will also facilitate a transformation in learning (Arditto, N.). There can be a productive integration between pedagogical designs and technical developments. On the whole, mobile phones can be used as more than merely voice communication tools, they have changed our lives and have the potential to drastically change the way we learn.

References

- Arditto, N. "Educational Conference: Using Drama in the EFL Classroom." London: British Council, 2006 <www.britishcouncil.org/elt-conference-06-paper-using_drama-nelsonarditto.doc>.
- Chinnery, G "Emerging Technologies Going to the MALL." (Mobile Assisted Language Learning) *Language Learning and Technology* 10.1 (2006): 9-16.
- Gill, C.S. "Using Drama Techniques to Encourage Oral Interaction." *The EnglishTeacher* 25(October 1996): 72-86 <www.melta.org.my/ET/1996?main6.html>.
- Hyacinth, G. "Using Drama Techniques in Language Teaching." Washington, DC: Education Resources Information Center. ERIC Database ED366197, 1990.
- Klopfer, E., K. Squire, and H. Jenkins. "Environmental Detectives: PDAs as a Window into a Virtual Simulated World." Proceedings of IEEE International Workshop on Wireless and Mobile Technologies in Education. Vaxjo, Sweden: IEEE Computer Society, 2002. 95-8.
- Kukulaska-Hulme, A., and J. Traxler. "Mobile Teaching and Learning." *Mobile Learning: A Handbook for Educators and Trainers*. Ed. A. Kukulaska-Hulme and J. Traxler. London: Taylor and Francis, 2005. 25-43.
- Levy M., and C. Kennedy. "Learning Italian via Mobile SMS." *Mobile Learning: A Handbook for Educators and Trainers*. Ed. A. Kukulaska-Hulme and J. Traxler. London: Taylor and Francis, 2005. 76-83.

Levy, M., and G. Stockwell. *CALL Dimensions: Options and Issues in Computer Assisted Language Learning*. NJ: Lawrence Erlbaum, 2006.

Miccoli, L. "English Through Drama for Oral Skills Development." *ELT Journal* 57.2 (2003): 122-29.

Millrood, R. *Modular Course in ELT Methodology*. Moscow: Drofa, 2001.

Thornton, P., and C. Houser. "To Teach English at Japanese University." Levy and Kennedy, 2005. (for Italian learners in Australia).

—. "Using Mobile Phones in Education." *Proceedings of the 2nd IEEE International Workshop on Wireless and Mobile Technologies in Education*. Ed. J. Roschelle, T. W. Chan and S. J. H. Yang. Los Alamitos CA: IEEE Computer Society, 2004. 3-10.

Articulation Problem among the Students of Godwar Region of Western Rajasthan

Gautam Sharma

The objective of this research paper is to probe into the articulation problem and other factors which hinder the students of the Godwar region of western Rajasthan in achieving proficiency in English. The paper also presents the pedagogical situation of the Godwar region. An attempt has been made to focus on possible remedial strategies and suggestion.

In Chaucer's day English was East Midland dialect. In the 17th century Francis Bacon felt that what was written in English would not last long as it was the language of a small number of people living in small island. Today English is an international language it is used more extensively than any other language; a number of varieties of English are spoken all over the world. Literary writers in most part of the world use this language to embody their views. Globalization and the expansion of market economy has further facilitated the expansion of English in domain where earlier English had no reach. It has come to assume the status of the language of governance as well as the language of opportunities. Now, it is being taught and learnt as ESL and EFL in many countries of the world.

In India, English is only an official link language and it is used for administrative purpose. Still in many part of the country English is treated as a foreign language not as second language. Macaulay might have thought that the knowledge of English was essential for civilizing Indians; earlier generations might have believed that English was necessary for shaping of character or the development of the aesthetic sense, but the present generation is convinced that English is essential for mobility, social and economic development. Now English has become a global

language and it is spoken all over the world by native and non-native speakers. In present scenario English has become the language of opportunities because it takes one outside from one's own community to the places where more job opportunities are available for professional growth and economic development. The new global order provides for free market in which capital can cross all national boundaries, which has affected not just the economy of the countries but their culture, art, society, language and literature as well.

Now, in the age of competition, everybody wants to be fluent in English. English has become an important factor to get success in corporate and IT sector. Today English is the language not of westernization but of modernization. People believe that English opens the door of success in every field.

In, government schools of Rajasthan, English was introduced to primary classes since 2001 and it is being taught as a second language in the schools and university curriculum. In the syllabus of schools of Rajasthan Hindi has been prescribed as first language and English as second language while real picture is different. Both are being taught as compulsory subjects. Most of the learners' first language is their mother tongue; which is spoken differently in every region of Rajasthan.

Godwar region is the part of western Rajasthan which covers the three Tehsil of Pali District (Desuri, Sumerpur and Bali), one Tehsil of Sirohi District (Sheoganj) and some villages of Jalore District. The Jain philanthropists of Godwar region had realized the importance of English and they made their considerable efforts to establish Hindi and English medium school in this area which have now grown into graduate and post graduate colleges. Mother tongue of the people of this area is Marwari or Godwari i.e. it is their first language and second language is Hindi. English, in real sense, is treated as a foreign language and it is taught as compulsory subject at school level while at college level, students have an option either to offer English or Hindi language; So most of the graduate do not attain proficiency in English. Godwari or Marwari hampers them in learning English language, and sometimes their improper pronunciation also becomes obstacle in their way.

To examine articulation problem among the student of Godwar region of western Rajasthan a questionnaire (See Appendix) was prepared and it was completed by the students of school and college of this area.

The case study of twelfth, first year, second year and third year classes was done in order to know state of pronunciation of students in educational institutions of Godwar region. The target group here includes the forty students of S.P.U. senior secondary school, Falna and forty students of L.D.P.S. girls College Vidhyawari, Rani and S.P.U. College, Falna. The students who are studying in the school and the colleges at Falna and Rani mostly come from small villages to study here. Falna and Rani are small towns which population is hardly about 15 thousand. The fact of this study reflects that 98% students of this area use Godwari as mother tongue. It has been observed that only 2% of students use Hindi as their mother tongue. 55% students speak Hindi at school or college campus when they talk to their classmates and friends, 42% students use Godwari while only about 3% students of professional courses BBA, BCA, BSC(IT) and some students of Arts and Commerce converse in English but when they talk to their teachers most of the students speak Hindi.

The study also indicates that all the students are very curious to learn English language. Pedagogical situation is different in school and college. In school most of the English teachers use the stereo typed translation method while new approaches like communicative, structural and situational are adopted by only few teachers of the colleges. The teaching of English is not based upon the specific aims and objectives. Most of the students do not want to study theoretical English, their prime interest is to become fluent spoken English. The teaching is only examination oriented. The students want to secure good marks in examination and teachers expect good result.

The study also presents that almost all the students are unaware about phonetic transcription, phonemes of language and speech sounds. They read phonetics in twelfth class but do not have perfect knowledge about consonant and vowel sounds and stress pattern. Ten words were given them to transcribe but 4% students could transcribe few words correctly

but at the same time when they were suggested to articulate different given words many students faced problem in articulation. In Godwar area of western Rajasthan there is a common problem with rural students is that their pronunciation is unchangeable. It is a great challenge for a teacher to teach them the correct pronunciation. In both Hindi and English language they face problem of articulation. Their mother tongue Godwari always hampers them in their learning process of English. The sound / t / is pronounced as /s/, /s/ as /t /, /s/ as /h/, /b/ as /v/ and some students do not know difference between the consonant sounds /s/ and //. They cannot articulate the nasal sounds // in words like English and monk. Most of the students use bilingual dictionary and 67% students offered Hindi as a compulsory subject at first year of graduation. It has been found that in M.D.S. university students become graduates without studying English. This study also proves that girls are more serious about their pronunciation and language. Girls do not speak Godwari at the campus of school and college mostly they talk in Hindi and sometimes in English.

Suggestions

It is a great challenge for English teachers to face above mentioned problem in every region of Rajasthan. Almost all the teachers have this problem of articulation of particular sounds among their students in the area where they teach that's why they need to adopt new approaches and techniques in teaching English. Teachers must update their knowledge to make teaching effective and interesting. Now students do not come to classes for attendance; they attend classes if teachers provide some extra ordinary new matter which is not available in ordinary books.

To improve students' pronunciation, phonetics should be taught from 6th class level, therefore the teachers of English should be given compulsory training to teach English. Refresher courses for English teachers should be organised by the government. The latest innovations like online-teaching, e-learning programme and language lab facility should be provided in Godwar region to solve the articulation problem

among the students. The teachers must teach English with definite objectives so that students will heartily offer English as compulsory subject at graduation level. Now in the age of information and technology, English should be taught compulsory at first year, second year and third year level of graduation in every three years degree course and its mark should be added in the division.

The examination should be conducted in both the aspect of language oral and written. There is a very urgent need for senior secondary examination to be reformed so that learning model, answers by heart cannot help pupils to pass. Many school students have gained sufficient marks in English to get admission in college by this method. Any examiner knows this truth. But these students learn answers not English. The two things are poles apart. Any examination which can be passed by leaning by heart is an unsuitable one, as it is possible to pass an examination without any real grasp of language. The students of English literature must be taught one paper of language and one paper of literature at all three levels of B.A. to make them fluent in English. Now it has been observed that many students who have completed B.A. with English literature and M.A. in English cannot speak English fluently.

Now it is important for a language teacher to be sensitive towards the individual differences present in his learner. The teacher must guide his students, assist them and encourage them so that learner is able to understand, identify and create their own learning style and use strategy according to their personal needs and strengths for understanding and use of English language thus in turn they can become good language learners in terms of achieving success in their goals of language learning.

The Global Language and Different Communication Means in the Tribal and Rural Society of India

Digvijay Pandya and Subhash Sharma

The word 'communication' has been derived from the Latin word 'communis' that means "to share". Communication may, therefore, be defined as sharing information and ideas so as to create mutual understanding between people. In other words we can say that communication is an exchange of feelings, emotions, facts, opinions or ideas by two or more persons and to solve the purpose we use languages.

A language is a system for encoding and decoding information. In its most common use, the term refers to so-called "natural languages" — the forms of communication considered peculiar to humankind. In linguistics the term is extended to refer to the human cognitive facility of creating and using language. Essential to both meanings is the systematic creation and usage of systems of symbols—each referring to linguistic concepts with semantic or logical or otherwise expressive meanings.

As far as any language is concerned its supreme purpose is crystal clear that is to comprehend one another thoughts or ideas. In different parts of the world many languages are spoken like Hindi, French, English, Spanish, Chinese, German, Russian, Italian etc. But the problem arises, if we think in the global perspective, when two persons, speaking different languages, want to communicate or share something. At that time perhaps they would think "How good it would be if we have a language known to all". Here immerges the need of a Global Language.

The immense popularity of English and its wholehearted acceptance by the world people has given it the honor to be the Global Language of

the modern time. For the first time in the history of human society, a single language has become sufficiently universal that it can be used as a global lingua franca for communication between speakers of many languages. English is a West Germanic language that developed in England during the Anglo-Saxon era. As a result of the military, economic, scientific, political, and cultural influence of the British Empire during the 18th, 19th, and early 20th centuries and of the United States since the mid 20th century, it has become the *lingua franca* in many parts of the world. It is used extensively as a second language and as an official language in Commonwealth countries and many international organizations.

The history of English has traditionally been divided into three main phases: Old English (450-1100 AD), Middle English (1100-circa 1600 AD) and Modern English (since 1600). But it seems that Global English represents a new and fourth phase in which its main use around the world is between non-native speakers - a phase of its history which has only just begun and in which both the status and linguistic form of the language are rapidly developing. In the next 10-15 years we may witness a situation that has been much discussed since the nineteenth century, in which the majority of the world's population can speak English.

Although Global English is largely a product of economic globalization and very recent developments in communications technology (and indeed has helped accelerate both), the wider roots of English as a world language lie much further in the past. Some point to the first English colonies in Wales and Ireland in the 12th century, or to the late 17th century when English-speaking settlements were established in North America and the slave trade brought cheap labour from Africa. But it was largely the British colonial expansion in the 19th century which helped establish the large communities in which English now serves as a second language - in West and East Africa, South and South-East Asia. New varieties of English, often referred to as New Englishes, quickly emerged from contact with local languages. Indeed, by the end of the nineteenth century there was concern that these New Englishes were diverging so much from native-speaker varieties that English

would become a group of mutually unintelligible languages - in the same way as Spanish, French and Italian evolved from Latin. In other words, World English might have been no more than a celebration of diversity, like World Music, rather than the global lingua franca which it has also become.

But there is one more point that we cannot ignore and that is indigenous languages of different areas of the world. There are different perceptions about English in India. Some have been hostile to it because they tend to regard it primarily as a remnant of a foreign imposition, a vestige of our colonial past, and as a language which has usurped the rightful place of indigenous languages and their literatures. It has been looked upon with favour by those who regard it primarily as a valuable means of promoting the commercial, economic, technological and industrial interests of the country in the modern world. A few have seen it as an immense cultural asset, as our window not only on world science but also on world culture. In India a considerable number of people speak English but in comparison with Hindi they are nothing. Actually, English is confined to urban India and its spread in rural areas is almost none and most of the Indian population lives in villages. Rural mass covers more than 60% of Indian population and the harsh reality is that this mass is still craving for the essential needs like electricity, roads, drinking water, education, medical facilities etc. Apparently such things are more related to development than to the language but until and unless the person is not physically and mentally ready one cannot make any change in his/her life and the issue of English is the issue of education which is in such a bad condition that even after spending trillions and trillions of rupees on the name of 'Sarva Shiksha Abhiyan', after independence, we have not yet get the dream mark of 100% literacy.

Now let's have a look on different means of mass communication in relation with the tribal society in India. What sort of crucial role they are playing to merge the society in the main stream of the nation and to make them acquainted with the importance of English as a global language, its need and association with the development of India.

Media power is an undeniable sociological force of the current stage of human development. Mass-Media is, according to the definition given in the Oxford Advanced Learner's Dictionary, the "sources of information and news such as newspapers, magazines, radio and television, that reach and influence large numbers of people." It has become the heart and should of present generation. The most important element of this media power is communication that has become as important and necessary for human beings as to eat and drink.

The pillars of modern media of mass-communication are print media, radio, television, films and traditional media. In connection with the issue of tribal society, the success of Print Media that includes newspapers, magazines, journals etc. is not worth mentioning. Its significance and effectiveness in tribal and rural India is questionable as most of the population is illiterate. The Indian tribal society falls into the category of simple and stable society, in which, although changes are taking place, yet they are slow, time-consuming and not without much resistance due to the extreme social diversity. In such a typical situation it is indeed not an easy task for any media of communication to attract the attention of the sorts of people and to convey the information effectively. But Radio's praise worthy success in such regions wiped out all impossibilities.

Akashvani that is one of the major media units of the Ministry of Information and Broadcasting has proved the prime channel for keeping the people aware of the information of government's policies and plans in all the areas like agriculture, farming, husbandry, education etc. and of the programmes through a network of more than 88 broadcasting centers over the entire length and breadth of the country. Different radio stations have allotted a fixed time and duration for exclusively rural and tribal areas. As a fast and instantaneous communication medium it has as in-built advantage of overcoming the country's formidable illiteracy, and linguistic, cultural and physical barriers. There are about 2 lacks of community sets which are operated in tribal and rural areas.

The media that has earned more popularity in urban areas is television and by keeping its first and foremost goal i.e. to impart education to the upcoming Indian society, in mind it is trying hard to fulfill the dream of

complete literacy. In the present scenario television has become the most popular, glamorous and acclaimed medium of communication. Today, it combines the best elements of broadcasting and spoken word communication. Electronic technology has completely revolutionized the communication system. In developing societies like India the use of television should lay more emphasis on educational and social edifying programmes and less on cheap entertainment.

This is what the one side of the coin. Indeed, the access of television in the rural and tribal areas is appreciable but this electronic revolution is still out of the reach of thousands of villagers and tribal people because they are deprived of electricity facility that has shattered the very effect, usefulness and unquestionable performance of television revolution. Different basic and adult educational programmes were the efforts that proved futile because of illiteracy. Till this gigantic problem does not solve we cannot even imagine that they would be able to comprehend and speak English ever as they are out of the stream of development.

Truly, communication in tribal and rural areas is more complicated, expensive and less effective than that of in urban areas. The valuable role of traditional media in this direction cannot be avoided. In the traditional media we can include Puppet shows, Folk songs, Hordings, Religious, Didactic and Educational plays, Nautankies, Folk Dances, Exhibitions, Kirtans, Kathas etc. These communication media were not only important in respect of entertainment and for the upgrading of the moral values in the society but also for the uplifting the education level as they had a direct effect to the hearts of the common people and that became the main cause of their immense popularity in such regions. They were not only popular but effective too. The tremendous success of traditional media in the tribal context is mainly based on its main advantage of inter-personal communication. The real attraction of traditional media is its simple and easy techniques.

Different analytical studies exhibit that these traditional mediums of communication can arouse the feelings and affect the attitude of illiterate masses to a great extent. Their reflection of cultural ethos brings them closer to the hearts of the common man in tribal areas. Having seen the

fabulous success of the media during the sixties and seventies, the Central and State Government set up separate departments to utilize these ancient arts as a vehicle of communication development. The IIMC seminar on Communication and the Traditional Media held in 1980 unanimously agreed on the point that as being the original forms of arts these media are closer to the hearts of the people and their maximum impact can be explored only through live performances staged by local troupes.

In a nut shell we can say that if we want to be a developed country and want to cope with the lightning speed of the world progress than we will have to adapt ourselves with the change in the world scenario and will have to make ourselves competent enough to comprehend, read, write and speak English well. So that our farmers can use the latest scientific methods and formulas to get a better crop, our engineers, doctors, advocates, educationists etc. can enrich their knowledge with the world knowledge and can lay such a strong foundation of the nation that cannot be shattered by any hurricane of prospective time.

Problems of Equivalence and Cultural Considerations in Rangeya Raghav's Translation of *Macbeth*

Kshamata Chaudhary and Sanjay Chawla

Over the last two or three decades, translation has become a more prolific, more visible and more respectable activity than perhaps ever before. Traditionally, translation was seen as a segment or subfield of linguistics. J.C. Catford defined translation as “*a process of substituting a text in one language for a text in another.*” However, shortly afterwards, it began to be noticed that literary texts were constituted not primarily of language but in fact of culture, language being in effect a vehicle of the culture.

Translation from any language into another is difficult enough at the best of times. Translation from one West European language to another may be problematic, but it is less so than translation from English into Hindi. European languages share common linguistic origins. They are thus more compatible in terms of language than Hindi and English. Complicating factors that arise in translating Shakespeare into Hindi include the difficulties of capturing puns, word play and similar linguistic humor of his poetic dramas. Equally important is the shared cultural heritage of European languages. In this respect translation is further complicated since Shakespeare assumes that his audience is familiar with classical and Renaissance cultures and literatures. Many misinterpretations reflect the translator's unfamiliarity with its cultural background of the Elizabethan period. Finally religious considerations are also important. In the Indian context, we do have a pluralistic society but Christian culture does not exert much influence on the others.

William Shakespeare's plays have been a great attraction for translators in India. The translator in his search for an appropriate equivalent faces

the problems posed by the culture of both the languages. Related to translation, culture manifests in two ways. First, the concept or reference of the vocabulary items is somehow specific for the given culture. Second, the concept or reference is actually general but expressed in a specific way to the source language culture. A translator must take into account the purpose of the translation in translating the culturally bound words or expressions.

In the present paper we have chosen Rangeya Raghav's Hindi translation of Shakespeare's *Macbeth* to illustrate how the translator tries to surmount some problems of equivalence but his translation has several imperfections.

Rangeya Raghav's translation of *Macbeth* was first published in 2002 by Rajpal & Sons, Kashmiri Gate, Delhi. Rangeya has retained the original names of the characters and as far as possible, has tried to maintain, the social and political milieu of the original text. However, his translation is in prose.

As it has been mentioned above, problems of equivalence occur at various levels ranging from individual words to the level of discourse. The equivalence problems emerge due to semantic, socio-cultural, and grammatical differences between the Source language (SL) and the Target language (TL). These three areas of equivalence problems are not mutually exclusive. The meaning that a word or phrase refers to: is culturally bound and in most cases the meaning of a word or phrase can only be understood through its contextual environment.

Owing to semantic, socio-cultural, grammatical differences between the SL and the TL, loss and addition of information in translation cannot be avoided. According to Nida “*all types of translation involve 1) loss of information 2) addition of information and/or 3) skewing of information.*”

To conform to the stylistic demands and grammatical conventions of the target language, structural adjustment in translation is inevitably needed. We intend to discuss three aspects wherein as to how far Rangeya Raghav succeeds in this regard and where he actually fails.

1. Addition of Information

Information which is not present in the source language text may be added to the target language text. According to Newmark “*information added to the translation is normally cultural (accounting for the differences between SL and TL cultures), technical (relating to the topic) or linguistic (explaining wayward use of words).*”

The additional information may be put in the text by putting it in brackets or out of the text by using a footnote or annotation. Such additional information is regarded as an extra explanation of culture-specific concepts and is obligatory specification for comprehension purposes.

Rangeya Raghav has used only 4 footnotes in the whole text to give additional information to Hindi readers about ‘*Graymalkin*,’ ‘*Paddock*,’ ‘*Saint Colmes’s Inch*’ and ‘*Harpier*’. Many such footnotes and annotations were called for.

In Act I Sc.(ii) Sergeant eulogises Macbeth’s heroic exploits. He calls him *Bellona’s bridegroom*. Rangeya Raghav simply translates it as “*देवी बेलोना का प्रिय*” The phrase “*Bellona’s bridegroom*” is a semantically very rich metaphor as a compliment to Macbeth for his military prowess. The speaker gives a suggestive touch by emitting Macbeth’s name as he feels that all would know to whom it has been applied. Rangeya Raghav should have furnished the information about Bellona, the Roman goddess of war, by way of a footnote.

In Act I Sc. (iv) Malcolm narrates the confession of the traitor, the Thane of Cowder and his execution. He faced his death heroically.

Malcolm reports:

he died.

As one that had been studied in his death.

Rangeya Raghav says

“उसने मृत्यु को इस तरह गले लगा लिया मानो मृत्यु देवी से मिलने की सारी कला उसे आती थी।”

The use of the unknown ‘mythical character’ *मृत्यु देवी* is objectionable. No such goddess/deity exists in the myths either in the Greek mythology or Indian mythology. The translator is being mythopoeic fancifully.

In Act II Sc (ii) Lady Macbeth calls the owl, “*fatal bellman*”. Without any elaboration in a footnote as to why the owl has been referred to as the *fatal bellman*, Rangeya Raghav has successfully rendered it as-

“वह उल्लू पुकार कर उस अभागे को मौत की सूचना दे रहा है। बस, अब यम दूत उनकी आंखों के सामने आ गये होंगे।”

Fortunately the owl is a bird of ill omen in both Occidental and Oriental cultures. The rendering of “the fatal bellman” as “*यमदूत*” is an appropriate cultural transference.

In Act IV Sc (iii) Rangeya Raghav manipulates the Biblical reference to the Fallen Angels while talking to Macduff.

Malcolm says,

“*Angels are bright still, though the brightest fell*”

Rangeya Raghav translates this line as,

“*देवता आज भी उतने ही सुन्दर है, चाहे उनमें अधिकांश सुन्दर से सुन्दर नीचे गिर चुके हैं।*”

It is rather a careless rendering. Angels are not deities. They are messengers of God (*देवदूत or फरिश्ते*). The brightest doesn’t mean “*अधिकांश सुन्दर से सुन्दर*”. The adjective brightest is Lucifer who was hurled headlong into hell and was called Satan in the “fallen” state.

Besides Rangeya Raghav omits appending footnotes about some of the mythical figures which he could have furnished some significant information to the Hindi readers. He skips references to Golgotha (Act I, ii) Gorgon (II,iii) and Beelzebub (II,iii) etc. He seems to have overestimated the Hindi readers’ knowledge of Biblical mythology.

2. Deletion of Information

Baker refers to deletion as “*omission of a lexical item due to grammatical or semantic patterns of the receptor language.*” She states further that this strategy may sound rather drastic, but in fact it does no harm to omit translating a word or expression in some context. If the meaning conveyed by a particular item or expression is not vital enough to the development of the text or to justify distracting the reader with lengthy explanations, translators can and often do simply omit translating the word or expression in question. The very notion of information deletion should not be used as a device of evading the semantic content on the part of the translator. He should decode the meaning and message of the original text.

In Act II Sc.(iii) Macduff comments on Duncan’s murder:

*Most sacrilegious murder hath broke ope.
The Lord’s anointed temple and stole thence.
The life o’ the building.*

Such a reverent description of the saintly personality of Duncan has been understated by Rangeya Raghav in a simple one line expression-

“किसी घृणित हत्यारे ने सम्राट का खून कर दिया है।”

He should have added “किसी महापापी ने हत्यारे ने महाराज की मन्दिर जैसी पवित्र देह में से आत्मा को बेदखल कर दिया।” This omission deprives the readers of the feeling about king Duncan’s integrity and saintliness. The translator could have made the translation more happily worded.

Rangeya Raghav must have felt some cultural constraint in translating when Sergeant (ActI, Sc.ii) calls fortune as ‘*a rebel’s whore*’. Calling ‘fortune’ a ‘whore’ may sound blasphemous to the god fearing and fatalist Indians. Hence Rangeya Raghav skipped the translation of this expression but at the same time it deprives the readers of the way such things are referred to by the western people in lighter vein. We feel such renderings are urgently required in India today. So that people and Hindi media should not raise an uproar on expressions like ‘*slum dog*’, ‘*cattle class.....*’

3. Structural Adjustment

Structural adjustment is another important strategy for achieving equivalence. Structural adjustment which is also called ‘*Shift*’ or *transposition* or *alteration* refers to a change in the grammar from SL to TL. Similarly Bell states that to shift from one language to another is by definition, to alter the forms. The alteration of form may mean changes of categories, word classes, and word orders. Structural adjustment, according to Nida has various purposes including :

- 1) to permit adjustment of the form of the message to the requirements of structure of the receptor language,
- 2) to produce semantically equivalent structures,
- 3) to provide equivalent stylistic appropriateness and
- 4) to carry an equivalent communication load.

Rangeya Raghav avoids literal/ literary translation of Act I Sc.(vii) “*Have plucked my nipple from his boneless gums*” and has simply rendered it as “बच्चे को छाती से हटाकर” but it makes sense.

Some of his translated phrases sound inaccurate and inadequate-

1. ‘*bleeding Sergeant*’ has been translated as “खून से भीगा हुआ” It should have been “खून से लथपथ/सना हुआ”
2. Act I (ii) Sergeant- “*my gashes cry for help*” “मेरे घाव चिकित्सा के लिये बैचेन हो रहे हैं” It should have been “इस घायल स्थिति में मुझे तत्काल ईलाज की जरूरत है।”
3. Act I (iii) *I will give thee wind.* “मैं तुम्हे हवा दूंगी।” Here “giving the wind” means “gently push.” It should have been rendered as “मैं तुम्हे ठक्का दूंगी।”
4. ‘*look into the seeds of time*’ has been translated as “भविष्य की बात देख सकती है” It is a metaphorical expression for omniscience. It should have been “क्या तुम त्रिकालदर्शी हो और क्या भविष्य के गर्भ में झांक सकती हो।” The translator should have elaborated the image.

5. Act II (iii) *There's daggers in men's smiles.* “मनुष्य की मुस्कराहट में कटारे छिपी हुई है।” It is inadequate literal translation. It could be worded better as- “मनुष्य के व्यवहार में फरेब होता है- मुंह में राम बगल में छुरी वाला रवैया है।”
6. Act III (iv) *whole as a marble* “संगमरमर की तरह सुन्दर” whole stands here for “solid”/ adamant “सर्वगुणसम्पन्न”
7. Act III (iv) *Are you a man?* “क्या तुम आदमी हो?”

Here the reference is to man's heroism and bravery. The translator should have written: “क्या तुम्हारे अन्दर मर्दानगी नहीं है।” or “क्या तुमने चूड़ियां पहन रखी है।”

The rhetorical question is a challenge to the manly spirit. It implies that Macbeth is being a coward and it is deplorable. “Spongy officers” who are King's Chamberlains should have been translated as “शराब के नशे में धुत्त महाराज के अंगरक्षक” The phrase “*like lead upon me*” should have been rendered as “भारी बोझ” “Cursed thoughts” should have been “विकृत और कुत्सित मनोविकार”

Rangeya Raghav has totally failed to translate the metaphor “*Sleep that knits up the unraveled sleep of care*” “नींद वह दर्जिन है जो चिन्ता और तनाव की फटी बांह को सीकर मरम्मत करती है।” “*Hell gate*” should have been translated as “नरक के द्वार”

Rangeya Raghav has not cared to translate the expression, “*destroy your sight with a new Gorgon.*” It could be stated as: “इस जघन्य और राक्षसी कृत्य को देखकर तुमारी आंखे पथरा जायेगी.....” “*The great doom's image*” should have been described as: “कहर ढाती हुई कयामत का मंजर” The word “प्रलय” as used by the translator doesn't make sense.

The expression “*the wine of life is drawn*” has been translated as “जिन्दगी की शराब लुट चुकी है।” It doesn't convey the idea of death. It should have been worded as “उनके प्राणपखेरू उड़ गये है।” The line

“*from thence, sauce to meat is ceremony*” has been rendered by Rangeya Raghav as “दावत में खाना खाने की यही विशेषता है न कि सबके मिलने से एक जलसा होता है।” We would translate it in the following manner: इस तरह की शाही दावत सिर्फ भोजन की औपचारिकता नहीं है बल्कि यह एक उत्सव/समारोह है: जलसा है सबके मिलन का।

The syntactic string

. . . *Protest me*

the baby of a girl.

has been translated by Rangeya Raghav as “मुझे छोटी बच्ची समझना” It is out and out meaningless rendering. What it means is “मुझे मोम की गुड़िया मत समझना” Similarly

What a traitor. . .

Why one that swears and lies.

is haphazardly translated by him. It should be stated as: “गद्दार वह होता है जो अहसान फरामोश (कृतघ्न) होता है। जो थूंक कर चाटना है और अपने वायदे से मुकर जाता है।”

In the end we can say the translator in his search for an appropriate equivalent faced the problems posed by the culture of both the languages. Rangeya Raghav was a renowned writer of fiction. He was a great intellectual with a socialist bias. As a translator of Shakespeare's plays he devoted a lot of time. He out watched the Bear. It is said that he could sit stiff over the whole night. *Macbeth* was translated as usual at a fast pace. There is a need for further improvements. An assessment of the drift of technical terms into areas of Indian intellectual life will help to give an additional index. In spite of hydra headed lacunae; his Hindi translation of *Macbeth* has had many admirers in India and will be read re-read as Rangeya has retained the original names of the characters and as far as possible, has tried to maintain, the social and political milieu of the original text.

References

- Baker, Mona. *In Other Words*. London: Routledge, 1992.
- Bell, Roger T. *Translation and Translating: Theory and Practice*. London: Longman.
- Catford, J .C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.
- रांगेय राघव, (अनु.) मेकबेथ. राजपाल एण्ड संस: कश्मीरी गेट, दिल्ली, 2002
- Newmark, Peter. *A Textbook of Translation*. Oxford: Pergamon P, 1988.
- Nida, Eugene Albert. *Towards a Science of Translating*. Leiden E. J. Brill, 1964.
- Nida, Eugene, and Charles Taber. *The Theory and Practice of Translation*. Leiden E. J. Brill, 1974.
- Vinay, Jean-Paul, and Jean Darbelnet. *Comparative Stylistics of French and English: A Methodology for Translation*. Trans. Juan C. Sager. M.-J. H. John Benjamion, 1995.

Translation: A Window on Culture with Special Reference to *Samskara*

Anita Kothari

It is said that when man expresses his feelings and emotions in words, he is involved in the act of translation. This proves the fact that translation is an on-going process-natural and spontaneous on the one hand and on the other-conscious and deliberate. As civilization progressed from agricultural stage to industrial revolution, there was a simultaneous growth in the field of literature, which was directly related to the invention of printing press and the growth of print industry. Books became commodities as the capitalist market economy generated a middle class which had both- leisure and literacy to read books. As a result there was a great demand for books from the reading public, thereby providing an impetus to translation too.

In the beginning translation originated with the translation of Bible initially written in Hebrew into different languages. From the religious texts, later, it shifted to the literary classical texts. As there are various languages spoken in the world, so a work can be in different-different languages. This poses a serious problem for reading public who is unable to enjoy a work because of the language. But this can be sorted out by translation and his thirst for reading can be quenched by reading a translated work. Herein lie the importance of translation.

As literature is a mirror of society, any literary work is bound to reflect the society in which it is written. So a translated work can provide us with a whole gamut of knowledge, giving an insight into the culture of a particular society, their traditions, their customs, their beliefs, their practices. This is exactly what I want to prove through this paper that a translated work can be a medium of delving deep into the culture of a particular society.

For my purpose I have chosen the novel *Samskara* written by U.R. Anantha Murthy in Kannada, published in 1965 and translated by A.K. Ramanujan in English, subtitled “A Rite for a Dead Man” published in 1978. It has been translated into several other languages too and was also made into an award winning film of the same name. With this novel, Anantha Murthy, a Brahmin himself, held aloft a clear mirror to the Brahmin community. He raised the question, “what is actually culture (*Samskara*) - is it achieved by blindly following rules and traditions or is it lost when they are not kept?” The background for this eternal question which actually remains unresolved even in this novel is the *w* (funeral) of Narnappa, a Brahmin who rejected his brahminhood. A classic of modern Indian literatures, *Samskara* is an intense exploration of the essential paradoxes of human existence – tradition versus defiance, asceticism as against sensuality.

Thus we see that in the novel, culture of those times come alive and become vivid, thereby providing a thorough knowledge of Indian traditions, its customs, its conventions, its rituals. To begin with, the very title *Samskara*, refers to a concept central to Hinduism and is replete with culture-specific, multi-layered connotations, some of the important ones are culture, funeral and ritual. Until and unless one understands the full significance of the word, he will not be able to comprehend the novel.

The story of *Samskara* unfolds in a village which is very much like the village of A. Murthy’s own childhood-where tension between tradition and modernity emerged daily in people’s experiences. Against this complex background, he questions discrimination through the caste system and the repressive beliefs/ practices of the Brahmins. It does not simply stop at the portrayal of the bigotry, untouchability and atrocity perpetuated in the name of religious practices, but also presents before us the internal conflicts, which are faced by any sensitive Brahmin in such a situation. The reason of the appeal which the novel has had for readers having diverse sensitivities is perhaps because author has foregrounded the dilemma of individual suffering within a social context.

The novel challenges the orthodox concept of a community in Karnataka. It serves as an allegory rich in realistic detail, a contemporary reworking of ancient Hindu themes and myths, and a serious poetic study of a religious man, living in a community of priests gone to seed. A death which stand as an opening as well as the central event in the plot brings in its wake a plague, many more deaths, questions without answers, old answers that do not fit the new questions, moral chaos and the rebirth of one good Brahmin, Praneshacharya.

Samskara is the story of life in an *agrahara*, a narrow street in which brahmins belonging to the Madhwa community live. The community which has been portrayed in *Samskara* is a decadent one, narrow-minded, jealous, selfish and greedy. The novel shows clearly that when religion is followed blindly, it ceases to remain a liberating force. The Brahmins of *agrahara* do not understand the suggestivity or the meaning of a ritual; their religious practices are limited only to adherence to old rules and traditions, and are afraid that if they do not follow the rules, disaster may fall upon them. These practices were common in contemporary India owing to lack of education, yet the *agrahara* portrayed in the novel is famous in the neighbourhood because of two brahmins living there, Praneshacharya and Narnappa.

The novel begins with the death of Narnappa by bubonic plague, Narnappa, Brahmin by birth had opposed everything that traditional Brahmin had stood for. In his life he had violated all the taboos propagated and fostered by the brahminic culture of the *agrahara*, which is an orthodox colony. The question which his death has raised is whether a person can reject the caste he is born into by violating the traditional code of conduct linked with a particular caste. In other words, can Narnappa be still considered a Brahmin and his last rites be performed accordingly while he had repudiated all social ethical codes. The Brahmins face the dilemma of conducting his last rites without inviting social ostracism and wait for the decision of Praneshacharya in this regard for he is the spiritual guide of the *agrahara* Brahmins. Initially it is his ascetic Brahmin identity which is introduced to readers.

But at the same time he also possesses greater compassion, understanding and tolerance of human failing, traits which ultimately leads him to sexual intercourse with Narnappa's mistress, Chandri a low-caste prostitute. Now the question is, after having given himself to carnal desires, does he still possess all the rights as a spiritual guru or should he accept his downfall. The novel ends as Praneshacharya decides to return to Durvasapura and to own up his fall. But Anantha Murthy does not answer the other important question, the question of what the Brahmins should do when they are confronted with the confessions of Praneshacharya. What does one do when faced with such truth? As the translator, A.K.Ramanujan says that the novel ends but does not conclude. In trying to resolve the dilemma of who, if any should perform the heretic's death rite (a *samskara*) the Acharya begins a *Samskara* (a transformation) for himself. A rite for a dead man becomes a rite of passage for the living.

So it is amply clear that from the very beginning we are given an insight into Brahminic culture which is directly related with the caste system in India. There are mainly four castes – Brahmin, Kshatriya, Vaishya, and Shudra. Each preceding caste is superior by birth to the one following and each pursuing a different profession. An individual is slated by birth in a particular life style. The social practices governing the rigidity of the caste system does not allow a person any liberty to move out of one's caste ascribed at birth. Thus, it shows that the concept of caste system was initially to crystallize the Indian social structure by fostering division of labour, but ironically it complicated the very structure by integrating it with religion. The cyclic theory of rebirth with the possibility of birth in a higher caste being linked to faithfully performing one's duties (*Karma*) as per caste rules generated a fatalistic acceptance of one's situation. The pseudo-religious practices of untouchability and endogamy which segregated one caste from another drilled into the minds of people that caste is pre-ordained and hereditary institution which has a divine sanction.

As already said literature reflects society so it is very natural that caste issue is bound to find a place in Indian writings. In the novel we get an insight into the caste system, and how it is related to the division of labour. Brahmins were originally the people who preached spiritual teaching to the society and lived ascetic spiritual lives. Praneshacharya, the protagonist is shown possessing all these qualities and devotedly practiced his religious duties. Known as "Crest-Jewel of Vedic Learning", he visits the Maruti temple daily for worship. The Brahmins of *agrahara* assemble at his place daily to listen to his recitation of secret legends. In all religious matters he is the ultimate arbiter. People look up to him for guidances and consolation. He is highly respected by all. The Brahmin's wives ask their husbands to wait till he has reached a decision about Narnappa's last rites (4). He embodies the virtue of traditional Brahmin cult with its emphasis on learning, asceticism and compassion. Even Narnappa accepts it grudgingly, "my only sorrow is that there is no brahminism left to destroy in this place-except you" (23). Looking at him Chandri recalls her mother who used to say that prostitutes should get pregnant by such holy men, "he had such looks, virtues, he glowed. But one had to be lucky to be blessed by such people" (46). When Praneshacharya and Chandri together return from Maruti temple she is conscious of the great good fortune that had suddenly rushed into her life (65).

At the same time *Samskara* also portrays the constrictions of a caste-based economic choices, Traditionally, Brahmins depended on performing religious rituals for their livelihood. Absence of any other skill often resulted in abject poverty in a world which was shifting towards major changes in its socio- economic view and practices. Brahmins of the *agrahara* are poor and ill fed. Lakshmanacharya is depicted as having sunken cheeks, yellow eye deep in sockets, ribs protruding" altogether an unbalanced body. Dasacharya lived entirely on the meals that Brahmins get at death rites and anniversaries (8). They would walk a distance of thirty miles just for attending a festival feast. They depended on cucumber during the rainy season for everything, "curry, mash, or

soup made with the seeds” (16). Untrained in any alternate skill, hesitant to accept new ways these Brahmins are as much a victim of the caste system as the lower castes. Their blinkered vision smothers the spontaneity of their life. They are traditionally linked with professional choices and can not escape them. When Praneshacharya takes up wandering, he is approached by a villager who requests him to read, “a bit of future” (95). Praneshacharya was about to perform the routine Brahmin function by sheer habit, when he controls himself suddenly and ruefully ponders that one cannot run away from one’s caste, “Even I leave everything behind, the community clings to me asking me to fulfill duties the Brahmin is born to” (96). The inescapability of the caste is discernible in the debate which follows Narnappa’s death. He had violated and profaned all codes of conduct still he could not be treated as an outcaste and remains a Brahmin in his death (9).

Another aspect of caste based discrimination which *Samskara* presents before us is related with taboo which prohibits a Brahmin to eat food prepared or touched by a Shudra or other caste people. The caste system accepts and encourages a rigid hierarchical structure of social inequality—the greater one’s purity or lack of contact with pollution, the higher one’s rank is. Dasacharya is afraid of social criticism, if he openly eats food at Manjayya’s place. Being a Smarta, Manjayya is considered to belong to a lower sect of Brahmin. He says, “I don’t really mind eating in your house. But if those rascals in our *agrahara* hear about it, no one would invite me to ceremony again. What can I do, Manjayya?” (56). Narnappa did not practice such discrimination yet Chandri was unable to come to terms with his unorthodox behavior. She repeatedly requests him not to eat food cooked by her (45). Society can perhaps pardon Narnappa for having intimate relationship with a low-caste prostitute but the fact that he ate what Chandri cooked is still grave, which is made amply clear by Lakshmana’s statement in which he lays emphasis on the fact that in addition to having a mistress, he even ate food cooked by her.

Contact with a person of lower caste can negatively alter one’s purity and may require some form of remedy, such as bathing or changing clothes. When Chandri calls at Praneshacharya’s home to inform him about Narnappa’s death, he had yet to take his meals. He will have to bathe again to purify himself if he talks to Chandri before taking his meals. Putta takes the Acharya to a Brahmin restaurant for a coffee, telling him that they keep a special place inside for orthodox Brahmin like him. Still fearing the presence of some familiar person, the Acharya is worried as it may have a ripple effect later on, “If someone sees the crest Jewel of Vedanta philosophy drinking a cup of polluted restaurant coffee” (115). Afraid of entering temple and eating there during the period of his wife’s mourning, he realizes that he would never have the courage to defy Brahmin practices as Narnappa had done (11).

Similarly a non-Brahmin particularly a Shudra is never considered clean enough to share food with Brahmin or to touch him. When Chandri requests Sheshappa, the cart-man to cremate Narnappa’s body, he refuses, “Chandravva, that can’t be done. Do you want me to go to hell meddling with a Brahmin corpse? Even if you give me all eight kinds of riches I can’t” (69-70).

From all the above illustrations it becomes amply clear that caste system which is an important aspect of Indian social structure is vividly delineated in all its shades. At the same time, it becomes the basis of labour division, social discrimination and gender exploitation too in daily life. In *Samskara*, its intriguing complexities are not only subtly woven in the thematic motifs, but are also reflected in the development of various characters. It is rightly said that caste emerges as an important character in the novel.

Another glimpse of culture can be obtained from looking at the position of woman as delineated in the novel, which appears to be a mere continuance of traditional attitude towards women. The novel opens with Praneshacharya attending to his invalid wife, Bhagirathi. For the past twenty years he had rigorously and dutifully followed this routine that began with bath at dawn, twilight prayer, cooking, giving medicines

because it was in accordance with traditional religion, with what Lord Krishna had said, "Do what's to be done with no thought of fruit.' The Lord definitely means to test him on his way to salvation; that's why he has given him a Brahmin birth this time and set up in this kind of family. This is the basic tenet of Hindu religion and fills him with compassion for his ailing wife.

But in the character of Chandri we get a picture of yet another aspect of culture. She is treated as a mere sex-object. In stark contrast to the shriveled sensuality of the Brahmin women they are depicted as possessing a vigorous sensuality and prefer a direct participation in life. It is sometimes perceived that the freedom of movement traditionally extended to lower-caste women is synonymous with autonomous self-hood, but this is not true. It does not liberate them but it only indicates their economic class and gender oppression. The absence of sexual taboo in their life does not constitute a choice. It only facilitates their exploitation by the upper caste male. But at the same time this is also true that Chandri accepting her secondary social status had learnt to act accordingly. When she goes to Praneshacharya informing him about Narnappa's death, she stands meekly in the yard (2). She also asks Narnappa not to eat food cooked by her (45). While the Brahmins gather to discuss the matter of Narnappa's rites, she remains on the periphery, sitting against pillar (7). Her spontaneous decision to offer her gold for the expenses of the rites startles every one present. She is afraid that if he is not cremated properly, he may turn into an evil spirit. She is determined not to let it happen. "She had eaten his salt, she Chandri". All this shows her sensitivity, which is yet another aspect of lower-caste women, besides being merely a sex-object.

Viewed from the economic aspect the case of upper caste woman is just the contrary. Here it reveals their passivity and dependence on men. They are totally dependent on their men folk for their livelihood. Since Brahmin men are unable to earn a decent living, these women have to lead their life in abject poverty. They are bound to follow the rigidity of traditional religious practices as to look after children. Such hardships and deprivations generate a lust and greed for money in most

of them. The novel is replete with such examples. When Chandri offers her ornaments for meeting out the expenses of Narnappa's death rites, the Brahmin women are mesmerized.

Yet another aspect in which women are portrayed is that they are never illustrated as active agents. Though the smooth functioning of life depends on their labour, their presence is peripheral. They cajole their children to remain inside to avoid the overwhelming stench (51), prepare food (52) preserve cucumber for the rainy season (16), and ritually wash saris (14). The performance of such duties is taken for granted. They are denied appreciation for finishing the daily chores, neither is it regarded as positive contribution. Also they are shown as mute listeners, forbidden by custom to be direct participants in any decision making process.

We can view the position of women, from yet another angle ie. the superstitious attitude against women perpetuated by social customs. Praneshacharya could not shift his wife to in-laws' place as other Brahmins, as her monthly periods had begun (80). Abhorrence for impurities associated with the bodily function of women is a belief cherished in all patriarchal set up, which nurture the belief of their secondary status. When he returns in the evening to agra-hara after taking refuge in the forest which was still resonant with the memories of Chandri, he finds his wife flushed with fever. He hesitates before checking her temperature, "How can I touch a woman polluted by her menstrual blood"(84). Praneshacharya seeped into the values of traditional brahminic culture unquestioningly accepts such values.

All this shows how the traditional society encourages people to internalize the practices and thought patterns of gender. Whereas sexual differences are biological, gender is a social construct and its understanding is structured in accordance with one's cultural background. The novel evocatively suggests how the social practices encourage a blinkered vision among men, which makes them insensitive to the individuality of woman. Traditional chauvinistic values incite man to relate woman either within the pre- defined social roles or to treat them merely as sex objects. The novel bears a testimony to it.

It will be too big a venture for the present paper to pin point each and every detail for the novel as such is replete with delineation of culture, echo of myths, traditions, customs, and practices. But still, the complications which arise due to Narnappa's death, which is the focal issue of the novel, needs, a special mention. It is customary that when one dies, body should be cremated immediately. As long as body is lying nobody should eat. The immediate question is "who should cremate Narnappa's?" Nobody volunteers because of the fear that his brahminhood would thus be polluted. Neither can they let a non-Brahmin cremate the body because Narnappa was theoretically a Brahmin when he died. Alive, Narnappa was an enemy; dead, a preventer of meals; and as a corpse, a problem, a nuisance.

Samskara is a religious novel, a contemporary re-working of ancient themes. It tends to allegory and finds continuous use for mythology. The complex relation between eroticism and asceticism are well-worked in Hindu thought and mythology. The mythology of Shiva details the paradoxes of the erotic-ascetic, the god-heretic, the erotic plagues and tempts the ascetic; the two are also seen as alternative modes of quest represented here by Narnappa and Praneshacharya. Narnappa's mischief revels in mythological reminders and precedents. Didn't Parashara, the great ascetic put a cloud on the holy Ganges as the fisherwoman ferried him across, took her in the boat, blessed her body with perpetual fragrance Out of this union of sage and fishwife came Vyasa, the sage, compiler of the Vedas and epic poet of the *Mahabharata*. Didn't Vishvamitra, the warrior sage succumb to celestial Meneka and lose all his accumulated powers? He once ate even dog meat to survive a famine and became the proverbial example of 'emergency ethics', And didn't Shankara, the celibate philosopher, use his logic powers to enter a dead king's body, to experience sex, to qualify for a debate on the subject with a woman.

Even the name Durvasapura of the agrahara in the novel is allegoric, named after Durvasa, the angry sage, and has a place-legend about it. Right in the middle of the flowing Tunga River stood an island-like hillock overgrown with a knot of trees. They believed that sage Durvasa still performed his penance on it.

We get a glimpse of Hindu thought and philosophy as exemplified in protagonist Praneshacharya who believes completely in the saying of Bhagwadgita," Do what is to be done without thought of fruits". He wants to attain salvation and is ready to undergo all kinds of tests on the path of salvation. He has deliberately married an invalid and sick woman. He leads a celibate life and is proud of his self sacrifice. His life is pure, totally devoted to religion and utterly devoid of selfish motives.

Thus we see that the whole novel abounds in vivid and lively manifestation of culture. This clearly proves my point that as literature reflects society, so a translated work can be a window on culture, a study in culture. My contention is only this that just by reading the novel *Samskara* in English translation even a non-Indian can have a whole view of Indian culture similarly by reading any translated text in English; we can have knowledge of different cultures. Here I would, like to link it with English as English is the lingua franca of the world, a language accepted world wide and has acquired the status of an international language. Hence a work written in any language can be read and enjoyed by people all over the world if translated in English and by reading it the reader will definitely get an inkling of culture, its customs, traditions, conventions and practices.

We are living in a global world, where boundaries have shattered, distances overcome, and whole world has become one community. Because of rapid advancement in the field of Information technology today one is able to see, talk, meet, even engage in trade with persons living in other parts of the world. But here language pose a problem as we are unable to understand the language of people living in different parts of the world because there are more than 3000 languages spoken all over the world. But this can be sorted out with the help of translation, which has taken a form of a big industry. So in order to keep abreast with the market forces, we will have to have a thorough knowledge of what is going on in the world, which can be obtained from reading the recent translated work in English, for they are bound to reflect the present day happenings and the present day culture.

Thus seeing the widening horizon of translation and at the same time translation being a medium of enhancing cultural ties, it becomes a binding duty on all of us as teachers of English to frame our syllabus in such a way that more and more translated works are included, for translation has proved to be an effective method of culture-specific teaching.

References

Primary Source

Murthy, U.R. Anantha. *Samskara*. Trans. A.K. Ramanujan. New Delhi: Oxford UP, 1978.

Secondary Sources

Beauvoir, Simon de. *The Second Sex*. Trans. H.M. Parshley. London: Vintage, 1997.

Das, Bijay Kumar. *The Horizon of Translation Studies*. New Delhi: Atlantic, 1998.

Gaur, Rashmi, ed. *Anantha Murthy's Samskara*. New Delhi: Prestige, 2006.

Mukherjee, Meenakshi. *Samskara: Realism and Reality: The Novel and Society in India*. New Delhi : Oxford UP, 1998.

Nair, Sreedevi K. *Aspects of Translation*. New Delhi: Creative, 1996.

Verbal Culture of EFL: It's Inter-Relationship with ESL

Jayshree Singh

Introduction

My paper proposes to study the interplay of the aesthetics, imperialism and orientalism in the received ideological, racial pride of artistic English as a Foreign Language. Secondly the purpose is to explore the transformation of EFL as ESL in the South Asian Countries, America, and Africa and in the other commonwealth countries. The primordial struggle set not only a parallel pattern in the extension of EFL as ESL in all these countries, but it also created a periphery of paradigm shift as regards the typology of ESL and the specific image of EFL. The linguists at one time exert to prepare the pedagogy and the structural or operational level of ESL as the medium of direct discourse, but at the same time they as philologists cannot ignore the modules of teaching EFL in an appropriate manner. It has become the urgent need to clarify the dilemma whether EFL is imposing its style on ESL or ESL is breaking the cultural/natural/social phenomena of EFL'S style in day to day interaction either by way of communicative information electronic devices or by way of inter-animation of languages. On one hand EFL refers to a particular genre in the verbal culture of twentieth century and it was popular for its animated form in art, rhetoric, philosophical and religious deliberations. It was identified with its canonical and classical tones, rhythm, accent and harmony. But as the political theory of British culture was of double standards as regards for itself and for others, so similarly the expansion of EFL as ESL also underwent according to the expressions of human behavior in imitation of the socio-cultural notions and functions of the respective countries where there was infiltration of EFL upon the native dialects and registers. The civilized EFL (ironically it united the barbaric natives of England) which was once an

icon of mimicry for the people of imperialist colonies, became more hybrid, parodied and travestied due to its exchange with bilingual and trilingual influences, subsequently ESL was generated as a multi-generic pedagogy of communication in applied linguistics, because it has constantly been constructed out of the text to complete the context of local, personal and global needs of interaction and unification.

Background

The verbal culture of EFL is embedded in the social roles of orientalists and orientals when both of them were face to face in the 17th, 18th, and 19th centuries. During their encounters, interaction and cultural manifestations, at the time of their reciprocal behavior and relationship, EFL started making its space as ESL. Earlier EFL due to its high artistic modulation and articulation became a genre of verbal culture not only among the royal ruling native imperials but also among the royal elites. It posed a certain kind of enchantment and the language acquisition of the target language caused social conflicts. Some imitated it, some modified it according to native dialectal necessities, some extended its repertoire among the native speakers, some developed pedagogic method to transcendentalise its entity into native language and some felt it is going to overrule the existence of native dialects. The inference of continuous distribution of EFL into ESL can be located in two factors i.e. geographical assimilation of dialects and historical deduction. "Thus if we find a certain usage in the folk speech of a continuous region within, the Dutch-German area, we can with reasonable certainty assume that the usage originated at some specific point, and that it has reached its observed distribution via diffusion rather than migration" (Hockett 480).

In a similar manner there was different response to EFL's role and responsibility in bringing changes not only in the mindset of orientals but at the same time EFL opened new avenues to work upon ESL'S linguistic and contextual aspects as regards its being in the midst of strange dialects of different regions of the world wherever the crown of Commonwealth expanded its realm.

In a way the contextualization and acquisition of the English as a foreign language indulged non English speakers and English speakers in social conflicts. There was struggle between hegemonic dominance of orientalists and heterogeneous orientals. The later had been used to exotic and ethnic life style while the westerns wanted to construct the modern civilization because of their scientific temperament. Hence the westerns' curiosity and cultural exigencies did not let any sphere of eastern countries untouched with spectacular verbosity of EFL. Edward Said writes: ". . . Orientalism is not only a positive doctrine about the orient that exists at any one time in the West; it is also an influential academic tradition (when one refers to an academic specialist who is called an Orientalist), as well as an area of concern defined by the travelers, commercial enterprises, governments, military expeditions, readers of novels and accounts of exotic adventure, natural historians and pilgrims to whom the Orient a specific places, peoples and civilization"(203).

Then with the expansion of colonies, the contexts of speech variants according to the philologists, linguists of the western countries became the immediate necessity to tackle in EFL. It problematized the fact that how to transfer the aesthetic sense of EFL among the indigenous people of the South Asia, America and Africa. Because the speech not only refers to situational dimensions, linguistic devices, specific registers as regards function of the language but it also interferes in the articulation, modulation, behavioural pattern as regards style of the non-English speakers.

So these explorations of the land by the Europeans had the advent of orientalists in the form of academicians, professors, anthropologists, language experts, missionaries, business traders etc. into the eastern countries. Along with them the soldiers, governors, viceroys, doctors, lawyers, technicians of the western lands also arrived. Now the point to refer them here is that they brought not only men but also the specific register of their faculty and in general EFL language and vocabulary, the meaning and structure of the foreign language along with them. Their multi-disciplinary faculty practiced the same formula of bilingual or trilingual approach to learn language of eastern countries and to

transfer their own language to eastern in the same way just as today we exchange information and disseminate it according to our needs or their needs respectively.

In order to expose colonized people with the western lifestyle in reality, they searched for the pretext to transport or deport the orientals to western lands in order "to bring the orient into western learning, western consciousness and later western empire" (Said 203). On the other hand the colonized people compensated their acclimatization, submission, subjugation and surrogation with mimicry of EFL to avoid massacre, wreckage, violence and backwardness. Therefore there was on both sides an intricate plan to integrate humanity; otherwise it would turn society into an apocalyptic module. A critic presents the assimilation process of EFL among the non-English language speakers: "In the United States, the pattern was predominantly one of assimilation. Non-English-Speaking immigrant groups spoke many languages and were fairly well dispersed among the English-Speaking populations. Even in the case of concentrated ethnic ghettos, usually confined to large Eastern cities, assimilation to the English-speaking group seemed to be an obvious route for eventual social mobility, one which was encouraged and facilitated by the American public school system" (Inglehart, R. and M. Woodward 361).

Nature of EFL and ESL

Thus since then the world over where there was and there are commonwealth of nations, the language has become the medium of deconstructing and demystifying the statuettes of eastern and western enigma and at the operational level there have been efforts to combine lingual mobility with social mobility, so that EFL dominance over social mobilization of non-English speakers may be achieved through assimilation, immersion and sheltered process. The linguists since ages have been scrutinizing the factors that commonly influence the languages – in which the most important is the changing habits of utterance from one region to the other; secondly the sub-species of a foreign language. One of the linguist mentions that language is never standstill and he

writes how English itself was earlier not a language of a particular received system, it gradually formed its own identity. He writes: "The modern Englishman requires considerable help in order to read even Shakespeare; for Chaucer he needs a grammar and a glossary, while Beowulf is a closed book. Yet Old English was spoken by our direct ancestors here in England. That form of speech, passed down from parent to child in a direct line, has in thirty or so generations changed so much that it has become all intents and purposes a foreign language" (Palmer 24).

It was found that a common resemblance of grammatical structure or sound system or vocabulary may be shared or existed, but the most important difference was of the native structure and the articulation or modulation. And if there is written script of the language, then that matters a great difference. Through an analysis of comparative philology, the linguist of English Language came to the conclusion that widely different languages spoken over huge areas of Europe and Asia, ranging from Irish in Western Europe to the languages of Northern and Central India, are closely related and descended from a common parent. The table of comparisons below will show at a glance the truth of this statement. These languages which are called the Indo-European family, in this English is a member of this group, have the speech habits of the communities that may be observed universally (Palmer 25).

Greek	Latin	Sanskrit	Gothic	German	English
esti	est	asti	ist	ist	is
zugon	iugun	yug'am	juk	joch	yoke
phe'ro	fero	bha'rami	bai'ran	ge-baren	bear
okto	octo	astau	ahtau	acht	eight
agro's	ager	ajra's	akrs	Acker	acre
pater	pater	pitar-	fadar	Vater	father

The above table confirms that utterances are derived from cultural contacts as well through similar pattern of sound. But it is not necessary that the sound and meaning may be similar. Further it has been clarified by the same linguist that

Standard English contains a number of such 'hyperurbanisms'. It is a characteristic of certain dialects to pronounce an intervocalic dental plosive as an *-r-*. Thus, *what's the matter?* is articulated without uttering the /t/ sound in the whole sentence. Mistaken reaction against a vulgarism of pronunciation seems to be responsible for the form *paddock* in English. Actually this word is derived from OE *pearroc* (cf. German *Pferch*), which appears in ME as *parrock*, a pronunciation which still persists in dialect use. Apparently the country gentlemen who heard this word in the mouths of their servants took it for a vulgarism and 'corrected' it to *paddock*. On the other hand, we consent to eat *porridge* for breakfast although this is an instance of the same phonetic vulgarism, the correct form being *pottage*. In the form for the receptacle *porringer* we have an example of the intrusive *-n-*. A more complex example is the word *pediment* 'triangular gable-like part crowning a façade', first attested in the seventeenth century. This form is a refashioning of the earlier form *periment*, which is thought to be a corruption by workmen or rustics of the word *pyramid* (Palmer 289).

The EFL's expansion, exposition and emergence have stabilized its roots in the form of ESL's acquisition, animation and anachronism. EFL was earlier the prerogative of elites, but later EFL in the substitute form of ESL has become the mainstream language of interaction between bourgeoisie and proletariats. It was an enigma for all those who swept in the stream of colonizers or colonized. It was a two way process. But ironically it was blessing in disguise because the original natives of America, Africa or of South Asia were primitives but it is the imperial designs of Britons and the French Revolution in 1740s exposed the world to new ideas of survival that based on liberty, equality, fraternity, equity, social justice and education. English modernization process swayed the continents and sub-continents towards the phase of transformation and that required the rapid exchange of thoughts either through EFL or ESL. That was the crisis because at one side there was mission of Britons to raise their power through land and business whereas at the other end the colonies that had mimicked the English life-style and language became aware of their existential identity and reality.

This crisis could not be ignored- "The Orientalist now tries to see the Orient as an imitation West which can only improve itself when its nationalism is prepared to come to terms with the West. . . . and this was not possible because the natives of South Asia and sub-continent India were incorrigible and prove themselves not to be trusted" (Lewis 140).

Inspite of social-political upheavals, EFL has not lost its hold over the history, culture, philology, religion, literature and language of the colonized people. Its transmission has become a mode of communication and communication decodes all social barriers and changes of transnational borders, cross-cultural peripheries and linguistic dominance of EFL. The speakers belonging to Non- Commonwealth of Nations and to Commonwealth have been for 200 years deciphering the intricate aesthetics of English as a foreign language and have been transferring its eloquent efficiency and proficient competency through language experts i.e. linguists.

EFL experts wanted to ensure that the hegemonic influence of English Language should have its claims on the natives' mindset not only through exchange of Literatures, by way of translation but it must also "be means to an end and that the end is communication. Greater concern should be given to seeing that what is learned has communicative value and that what has communicative value is learned, whether or not it occupies an important place in the grammatical system" (Wilkins).

Deciphering the EFL as ESL in South Asian Countries

The people of South Asian countries under colonial rule became so much occupied under modern civilization, that imperial hegemony drifted them away from the realities of cultural identity, historicity of their native belongingness. Hence in contemporary age even though EFL has its significance in linguistic sense but it has diminished its artistic, aesthetic pride in communicative approach because too much of negative and positive inferences of the varied dialects has interfered with the existential realities of the non English native speakers. Secondly the media is responsible to the farthest extent to illuminate the language

learning facilities but at the same time media is unable to conceive the decodification of the EFL in ESL. EFL is the module to link the local with the global enterprise of speech community while ESL is the pedagogic methodology to understand the global enterprise of speech community. If this concept of verbal culture is understood then there would occur no problem to continue with the development of inter-relationship with the varieties of Englishes, because ESL in the respective nations will then be taught to link the communication gaps in relevance to the contemporary perspectives of socio-cultural, economic-political settlements. ESL as replica of EFL has already been in roots of the inhabitants of the Commonwealth of Nations. ESL is flourishing in many ways in the sub-continent India-as compulsory subject, as a part of soft skills or communication skills or as para-linguistic skills and as an elective subject for specialization. But it has not been at grass-root level where Britons in their colonies could not reach or the country's post-independent governments could not outreach their programmes and policies of education in English. Secondly in urban areas and in metropolitan cities, there is the affinity to Anglican style, proximity to internet information on various types of Englishes that have been the travesty of slangs, jargons, mis-spelt words, abbreviations of lexical items into the structural and operational level of the written English that it seems ridiculous to researchers and critics to undertake studies of investigation on empirical basis that how much ESL itself is in distorted condition, how far it has not been to the mark of EFL. EFL's superiority is the matter of past, what bothers at present is how ESL is to be transmitted to the trainers who will teach ESL in classroom and what sort of repertoire to be framed to enhance and enrich the students who finally operates language at functional level in the existential realities of their life. The world since the beginning of the 19th century has been divided between capitalist and socialists or developed and developing countries. These developments have carried the masses into commercialism, industrialization, migration, materialism and cut-throat competition. This state of affairs in present times is accompanied with information technology and barriers of communication in contemporary age are no more

a hindrance. There are internets, mobiles, and satellite services available to the customers, learners, trainers, that have shattered the walls of colonial, imperial culture.

Initiating the Productive Output of EFL as ESL

Sometimes the doubt arises in the mind that how EFL will maintain its integrity, originality in the chaotic world of Englishes. To initiate the productive output of the EFL as ESL, an incident from Mahatma Gandhi's autobiography *My Experiments With Truth* would suffice to suggest that an ordinary teacher of a language if simplifies the methodology of teaching on empirical basis in order to bring in literary training learner centered and to enable the learners to develop their own way of imitation to learn a language, then it would be productive rather counter-productive. Gandhi narrates his experience as a teacher in South Africa:

“We gave three periods at the most to literary training. Hindi, Tamil, Gujarati and Urdu were all taught and tuition was given through the vernaculars of the boys. English was taught as well. It was also necessary to acquaint the Gujarati Hindu children with a little Sanskrit, and to teach all the children elementary geography and arithmetic. I had undertaken to teach Tamil and Urdu. The little Tamil I knew was acquired during voyages and in jail . . . My knowledge of the Urdu script was all that I had acquired on a single voyage and my knowledge of the language was confined to the familiar Persian and Arabic works that I had learnt from contact with Musalman friends of Sanskrit I knew no more than I had learnt at the high school, even my Gujarati was no better than that which one acquires at the school.

“. . . The Tamil boys were all born in South Africa, and therefore knew very little Tamil and did not know the script at all. So I had to teach them the script and the rudiments of grammar. That was easy enough. My pupils knew that they could any day beat me in Tamil conversation and when Tamilians who did not know English, came to see me, they became my interpreters. I got along merrily, because I never attempted to disguise my ignorance from my pupils. . . .It was comparatively easier to teach the Musalman boys Urdu. They knew the script. I had

simply to stimulate in them an interest in reading and to improve their handwriting” (Gandhi 16-8).

It can be inferred from this experience that though the linguists have set up structural/notional system of learning EFL as ESL or philologists have extended their language expertise in translations but these resources are prerogatives of those who have the facility and accessibility to approach the meticulous guidance of the committed ‘gurus’. But in the contemporary times the IT sector helps to disseminate knowledge and also contributes in exchange of communication in the target language i.e. ESL just as Gandhiji did with his non-English speakers. Those pupils were taught trilingually with the help of bilingual approach. What Gandhiji did in South Africa, that perhaps be the initial stage of Orientalists to teach EFL among non-native English speakers. They generated the necessity to learn EFL as ESL instead the necessity generated the vice-versa. Orientalists in the beginning were without teaching pedagogies, modules or methodologies, yet they were successful to make the target language as an enterprise of interaction, imperialism and innovations.

What I mean to say through this reference that to unleash the contextual and functional dimension of ESL it is not necessary that one has to be an expert but has to be an aspirer to develop one’s own style as regards language relationship with the specific registers of the fields in which that language is used for business communication and interpersonal relationship. Secondly there is a need to produce visual clips to develop functional creativity and analytical power in interaction that do not require always a particular structure while teaching and learning. Linguistic gaze has to be applied to extract lexical items vis-à-vis the semantics, syntax and context.

Para-linguistic skills which confirm to the accent, intonation, rhythm, to etiquette, to verbal genre of spoken language have to be now a part of common curriculum. But these need not to be in theoretical framework rather situational, contextual frameworks, exercises, dimensions should be developed by the English Language writers. Specific register denoting the synonymous value in expressions has to be drilled i.e. how one

statement spoken or written to somebody varies in mood, conditions. This has to be taught while improving skills of writing and speaking. The trainers of paralinguistic skills indeed have knowledge of Literature it is not necessary. It should be noted while recruiting that literary experts who are generally at higher education level are academicians and if they teach ESL in business schools their instruction level needless to say would be above than an ordinary language teacher, so both should not venture into teaching ESL in the business schools. Both must have undergone the training or workshop before they are allowed to teach in such schools because these schools deal with the education in business related to pharmacy, bio-tech, management, law, medicine, education, etc. Here the trainer must be expert in the vocabulary and its usage of that particular business.

It would be commendable if literary academicians do intensive empirical studies to explore the areas where the structure of English has to be improvised so that new ways of disseminating the knowledge of EFL can be adopted in ESL. The literary experts should work out pedagogic ways to impart structural language patterns of ESL. It has been found that with their well-conversant knowledge they are unable to help the students of rural, marginalized and minority class. Such students procure knowledge on their own and when they do not find teaching pedagogies of ESL in relation to their native formation they fail to do fair better in business or IT/IIT sector. Hence the trainers of teaching ESL in India are to be reoriented in the fields of business education. Language trainers and experts need to visualize that global requirement at present is interaction and unification but it has to be in the limits of received pattern of English Language Usage that has been set by International standards.

To teach aesthetics in Linguistic sense has to be animated by the experts so that the vocabulary and its meaning may become more sensitive and appropriate. In this context I.A.Richards writes: “In the first place, precise and adequate statement of the sense may have to be sacrificed, to some degree, in the interests of general intelligibility. Simplifications and distortions may be necessary if the reader is to ‘follow’”. Secondly, a much more lively exhibition of feelings on the part of the author towards

his subject-matter is usually appropriate and desirable, in order to awaken and encourage the reader's interest. Thirdly more variety of tone will be called for; jokes and humorous illustrations, for example, are admissible, and perhaps a certain amount of cajolery. With this increase liberty, tact, the subjective counterpart of tone, will be urgently required. A human relation between the expert and his lay audience must be created, and the task, as many specialists have discovered, is not easy" (Wimstatt and Brooks 118).

In order to recognize these ideas a teacher/an academician has to develop linguistic naivety while teaching a piece of literary writing. For example if we are to teach the first stanza of the poem 'Journey of the Magi' written by T.S.Eliot, our stress should be on the lexical items first, then on their usage in a particular part of speech. The students need to search the words in the poem in terms of their parts of speech. They have to relate words in the context of time, person or situation given in the poem. Merely paraphrasing the poet's language in a subjective manner will not bring the ordinary students of non-native English nation into the feelings of the poet. The expert has to draw a sketch of the geographical and historical perspective in reference to the situation given in the poem to arouse interest among the learners for socio-political and historical-cultural factors. Then the relevance of that situation not only in the context of the poem has to be explained but students have to be taught to explore the particular situation comparatively, otherwise the knowledge of the text will be there in context but it would not incite comparative analysis with the native's thought process and the non-native's imagination as regards contemporary times or of those times when that particular piece of literary writing created by the author.

The stanza of the poem is as follows:

*A cold coming we had of it,
Just the worst time of the year
For a journey, and such a long journey:
The ways deep and the weather sharp,
The very dead of winter.'*

*And the camels galled, sore-footed, refractory,
Lying down in the melting snow.
There were times we regretted
The summer palaces on slopes, the terraces,
And the silken girls bringing sherbet.
Then the camel men cursing and grumbling
And running away, and wanting their liquor and women,
And the night-fires going out, and the lack of shelters,
And the cities hostile and the towns unfriendly
.....(Dustoor and Dustoor 122)*

First of all when students pick adjectives from the poem they can understand the concept of aesthetics in a better way. Then their understanding of the repetition of words in a line or in stanza raises attention of the reader towards the given situation. Third the structural pattern of the usage of words whether in adjective form or in present participle form make the students known with the wonderful description of the objects/characters as well fantastic description of the action done by camels, camel-men and even by the kings, girls etc. If the poem read silently while picking up nouns, verbs and adjectives what difference it makes with when it is recited loudly, this has to be made known to students, because then they will not merely read it as a piece of writing, but they will understand to appreciate it as a poem.

It is apt to say that "an experience has to be formed, no doubt, before it is communicated" (Richards).

"English as a foreign language is so inextricably connected with the culture of the native speakers that the learners of English as a Second language have to be familiar with the culture in order to acquire any degree of mastery in the language. Such mastery, however, does not require the ability to act and feel like the native speakers, but it does require the ability to appreciate their actions and feelings" (Baruah 134). Similarly it happens vice versa. If this reciprocal relationship between the two reaches to an expected mark there is healthy exchange, but if it is affected with some racial prejudices, ethnocentric ideas or with hegemonic dominance of religion and culture, then the goal of global

governance will be far fetched. It would then merely exist in a hybrid form in place of a language that has brought the whole world on one platform of global economy.

References

- Baruah, T.C. "The Semantic Structure of English." *The English Teacher's Handbook*. New Delhi: Sterling, 1995.
- Dustoor, P.E., and H.P.Dustoor. *The Poet's Pen: An Anthology of English Verse*. New Delhi: Oxford UP, 2001.
- Gandhi, M.K. "Training: Literary and Spiritual". *The Many Worlds of Literature*. Ed. Jasbir Jain. Chennai: Macmillan, 2001. 16-8.
- Hockett, Charles F. "Dialect Geography." *A Course in Modern Linguistics*. New Delhi: Oxford UP, 1970.
- Inglehart, R., and M. Woodward. "Language, Social Change and Social Conflict". *Language and Social Context*. Ed. Pier Paolo Giglioli. Great Britain: Penguin, 1980.
- Lewis, Bernard. *Middle East and the West*.
- Palmer, Leonard R. "Introduction". *Descriptive and Comparative Linguistics : A Critical Introduction*. Ed. L.R.Palmer and Giulio C. Lepschy. London: Faber, 1978.
- Richards, I.A. "Communication and the Artist". *Book of Criticisms*.
- Said, Edward. "Orientalism Now". *Orientalism*. London: Penguin. 2001.
- Wilkins, D.A. "Grammatical, Situational and Notional Syllabuses." *The Background to Teaching; The Communicative Approach to Language Teaching*. Ed. C.J. Brumfit and K.Johnson. English Language Book Society: Oxford UP, 1987. 82-6.
- Wimstatt, W.K. and Cleanth Brooks. "I.A.Richards: A Poetics of Tension." *In Literary Criticism: A Short History*. New York, 1957.

Need of English in the Globalised World with Special Attention to South Asia

Rajesh Kumar Lidiya

A new phenomenon called globalisation has taken shape over the past 15 years or so. This phenomenon has greatly influenced the societies world over on account of various spheres of life like economic, political and social. With its revolutionary force, it has entirely changed the communication methods and practices throughout the world. In order to deal with this, the South Asian countries like India, Pakistan, Bangladesh and others have to ponder over their language policies to suit the emerging requirements and to be able to establish themselves as partners in the field of business and economy. Certain objectives related to language planning must be set to deal with the emerging situations effectively. Taking into consideration this belief, the present paper deals with the new viewpoints which make us understand not to see English as a forced colonial language any more but as a 'tool' for facing, competing and making good use of the processes and products of globalization for our national interests. For this, we also need to evolve methods for producing efficient bilinguals in English who can translate, interpret and work as competent negotiators and mediators between English and their native language, thus "receiving" whatever is being said and done throughout the world, as well as "dispatching" the best of their own culture and language. In fact, translatability as a strategy of development and participation and globalisation work together and bring favourable results.

Before we discuss the chief argument of this paper, let us consider the fact that the Indian Television (particularly *Doordarshan*) is striving hard to become international by increasing the number of English based programmes and at the same time many foreign channels are trying to

'indianise' themselves by increasing the use of Hindi. This is how both of them are trying to take the viewers closer to the millennium of globalization. Further, it would be worthwhile to take cognizance of the views of Professor David Dalby who is a renowned Professor of Linguistics. Professor David Dalby appeared in *The Times of India* of Dec. 31, 1998. In discussion, the eminent Professor says:

“By the year 2010 and most certainly by 2020 Asia will be the centre of gravity of English language. This would mean that there would be more speakers of English in Asia than in any other continent. This would give Asia an opportunity to direct the future of the English language. India will be the country with the largest number of speakers of English. This not only gives a linguistic advantage to India, but also more responsibility. We can now begin to see the future development of English as a world language in a very different way. And therefore, English should be developed in the service of the multilingual world and not just of the dominant monolingual countries. I feel there should be an institute of global English which will be a joint initiative between South Asia and East Asia, and that can actually plan and work on the English language in the service of the multilingual world.”

These two facts highlight the two very important aspects of globalization. First, in reality, globalization is 'extending hand' to one another rather than staying cut off and isolated from the world. This 'extending hand', as indicated through the efforts of these Indian and foreign TV channels, confirms a willingness to adapt and adopt, to change oneself while trying to influence and transform others at the same time. Second the views of Professor Dalby point towards the emergence and establishment of varieties considered to be peripheral so far and the weakening of standards. A more positive way of describing it would be to call it an 'unfolding' and a willingness to be more open, understanding and tolerant. In linguistic sense, especially considering English, it means besides continental, national and regional varieties, more localised forms of English are coming up, are being accepted by the people and are gaining validity and acceptance, where some time an RP or American standard ruled the roost; so much so that varieties of English coming up

in different parts of the world have attained an acceptability which was once reserved for British or American English. Seen negatively, it may appear to be an effort to 'highjack' and meddle with the 'purity or originality' of English language, but seen positively, it can be seen as a kind of globalisation of English and its adoption and adaptation by other parts of the world. That these other Englishes are used and accepted widely even in the English-speaking world, and the fact that the centre of English is likely to shift to Asia, especially South Asia, is an indication of greater linguistic tolerance, accommodation and the availability of several options to learners, speakers and users of English. This negotiatory inter-subjectivity and the availability of choices is a truly post-modernist condition and we have to rethink our language policies and planning, as well as our educational agenda in terms of these conditions.

After seeing all this, we should think as to what has taken place in the last 60 years in the name of 'decolonising of the mind' and 'dehegemonising English.' There has been much concern among linguists and language teachers about the issue of language and power. It has been said with some truth that the overwhelming 'presence' of English, on the one hand and on the other, it has tended to create negative views about local Indian/Asian languages. The increasing perception of English as the language of prestige, power and opportunity has created an incremental, social, parental and learner urge to learn and use English. This view and resultant eagerness to learn and use English has often led to correspondingly negative views about local languages. Thus, the power balance lies practically in favour of English supporting further the hegemony of English as well as, the continued colonising of the mind. Decolonisation of the minds of the colonised can only be done in isolation from the language of the colonisers. While one can not completely disagree with this line of thinking or question the legitimacy of arguments for empowerment of indigenous languages, one must not forget that too much involvement in questions of hegemony and empowerment often tends to blind us to practical questions such as why we learn and teach a language, what forms of a language we learn

and teach and who are the ones who learn and use a language. Moreover, as Pennycook (1994) suggests the English language classes can be regarded as important methods for insurgent discourses. This is why Pennycook has to say:

“If insurgent knowledges can emerge through English, they may have an effect a broader than if they had been voiced in other languages; insurgent knowledges emerging from a particular context now have the possibility of achieving international reach . . . I believe that the spread of English, if dealt with critically, may offer chances for cultural renewal and exchange around the world” (325).

The lesson we can learn from these arguments is a manifold one. While it is alright to discuss about inequalities and social injustices, it should be accepted that the presence or the dominance of English is not the exclusive cause. Secondly, we should be grateful that several countries of Asia, particularly South Asia, now have a century -old or even older tradition of teaching, learning and using English which is the single most important international language. If one takes an instrumental-functional view of language and considers the instrumental uses of English and the functional load it can carry in today’s rapidly globalising context, one must feel happy rather than unduly disturbed by the presence of English. For this happiness to come about and for us to take an objective view of the presence of English we need to stop looking back to our colonial past. We have had about a half century of independent self-rule and if English has spread and continues to spread, this is a post-independence phenomenon and a welcome phenomenon too. We also have to stop associating English with ‘eliticism’ which has become a negative word in our current discussions. Eliticism is not exclusively associated with English; it can be seen to exist in our indigenous language context too. In India we have our Hindi elites, Bangla elites, Tamil elites and so on. Thirdly, we have to critically examine the presence of English in regional, national and international context and learn to use this presence for meaningful and gainful accessing of modern knowledge and technologies, for developing communication skills needed in a global context, for negotiating space-allocation with our own languages, and

for participating in the opportunities thrown up by the globalised trade, commerce and information sectors.

Uprooting English is not the answer. Throwing out English would be like throwing out a ready-made tool which has influence and impact the world-over. What we need to do, on the other hand, is re-plan our language priorities and teach and learn English in a way so that it does not lead to a denigration of our own languages or a negation of their validity and power and potential. What I am suggesting here is planning our language pedagogy and language-use in such a way as to promote a healthy indigenous language based bilingualism in English. Knowing your native language well, using it in local, regional public domains, and respecting your own language can and should go hand in hand with the teaching, learning and use of English in larger public contexts such as inter-regional or international communication. Learning and using English will, in a way, prevent states, nations and polities from becoming insular, and save large sections of our populations from being denied an opportunity to get rid of their conservative thinking and enable them to participate in larger, global enterprises depending on their motivation, ambition, skills and competencies.

Is Indian English like British English or American English?

Vijender Singh Tanwar and Nagaender Singh Nathawat

Introduction

English is the language that is spoken by more than 1500 million people all over the world and this huge population constitutes one-fourth of the world's population. It is a window to the world. It has acquired the status of an international auxiliary language. There are two varieties of English: Native and Non-Native. Native varieties of English are those that spoken in countries including Britain, America, Canada, Australia, South-Africa and New Zealand. It is estimated that it is the native language of about 400 million speakers. Non-Native varieties of English can be classified as second language varieties such as spoken in India, Pakistan, Sri Lanka, Bangladesh, Nepal, Africa etc. There are 400 million speakers who use it as their second language. The second non-native variety of English is spoken as a foreign language in countries like Japan, China, Korea, Russia, Italy, France, and Germany. It is believed that about 700 million speakers speak it as a foreign language. English has been with India since the early 1600's, when the East India Company started trading and English missionaries first began their efforts. A large number of Christian schools imparting an English education were set up by the early 1800's. The process of producing English-knowing bilinguals in India began with the Minute of 1835, which officially endorsed T.B. Macaulay's goal of forming "a class who may be interpreters between us and the millions whom we govern - **“a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect”**¹ English became the official and academic language of India by the early twentieth century. The rising of the nationalist movement in the 1920's brought some anti-English sentiment with it — even though the movement itself used English as

its medium. After independence the perception of Indians has undergone a sea change. Kachru notes that **“English now has national and international functions that are both distinct and complementary. English has thus acquired a new power base and a new elitism”**².

Indian English is a name given to the various varieties of English which are spoken by the people of the Indian Subcontinent. It comprises several dialects of English of this region. It is estimated that only about three percent of India's population speak English. In the Indian subcontinent, English became the dominant language of communication among the educated classes after the famous Minute of Lord Macaulay in 1835. Despite being only three percent speakers, India has the honour to be among the top four countries in the world with the highest number of English speakers. David Crystal in the *Times of India of 12 October 2004* made a very important point that Hinglish, Indlish or Englian will soon become the most commonly spoken form of language globally because of IT revolution. However, it is to be kept in mind that English is not a kind of sausage, exactly the same no matter where we cut it. It has many varieties and can be distinguished in several ways. Different varieties of English reflect a difference in speech habits applying almost continually. The same speaker uses his own variety almost all the time. The American speaker does, on the whole, speak differently from the Australian one, the Indian speaker from the British speaker. This difference is noticeable largely in terms of pronunciation, but it does have its effect on grammar and vocabulary too. It is true that there are numerous varieties of English. But it is also a fact that there are only two major subsystems of the English language. They are American English and British English. Both of them are equally and widely used though they differ from each other in many spheres e.g., in grammar, punctuation, spelling, pronunciation etc.

English spoken by the people of Indian Subcontinent differ from that spoken in other region of the world. They have intentionally and unintentionally customized English to better suit their requirements. Moreover, the vernacular languages have also cast an indelible impact on the variety of this language. Despite the apparent diversity, this variety displays a general homogeneity in its use. As the Britishers ruled over

India for more than two hundred years, British English has been the norm for most of the speakers of English. But lately it seems that because of the influence of information technology and call centers many young speakers of English in India are getting influenced by American English too. Many Indians claim that it is very similar to British English, while others say that it is akin to American English. In our opinion such observations are the results of surface level examination of lexical similarities. It seems the principle of simplification is at work in transported native varieties of English. The same principal is noticeable in second language learning. Because of this principal of simplification, there are striking similarities between American and Indian English. These similarities at syntactical level will be illustrated through tag questions, reciprocal pronouns, use of preposition, and use of *that* complementizer after certain verbs and various other examples. Now let us analyze the similarities and dissimilarities of Indian English with that of British and American English. Then draw our conclusion whether Indian English is like British English or American English or it is a distinct variety in itself.

Similarities between British and Indian English Graphology

If we compare Indian English with British and American English, we find that at graphological level it follows the spellings of British English:

Table : 1

Indian English	British English	American English
Centre	Centre	Center
Theatre	Theatre	Theater
Realise	Realise	Realize
Catalogue	Catalogue	Catalog
Programme	Programme	Program
Travelled	Travelled	Traveled
Neighbour	Neighbour	Neighbor
Colour	Colour	color
Plough	Plough	Plow
To practise	To practise	To practice
Cheque	Cheque	Check

Lexical Level

Having discussed the patterns of spelling in IE and BrE, we shall now compare all the three Englishes at lexical level. At lexical level too, we find that the vocabulary used in Indian English is similar to that of British English.

Table : 2

Indian English	British English	American English
Autumn	Autumn	Fall
Biscuit	Biscuit	Cookie
Car	Car	Automobile
Chemist	Chemist	Drugstore
The cinema	The cinema	Movies
Beauty parlour	Beauty parlour	Beauty shop
Coffin	Coffin	Casket
Crossroads	Crossroads	Intersection
Engine	Engine	Motor
Jam	Jam	Jelly
Lift	Lift	Elevator
Luggage	Luggage	Baggage
Mobile	Mobile	Cell phone
Petrol	Petrol	Gas
Postal code	Postal code	Zip code
Railway	Railway	Railroad
Taxi	Taxi	Cab
Pavement	Pavement	Sidewalk
Zip	Zip	Zipper
Wallet	Wallet	Billfold

The examples can be multiplied. It is because of these differences George Bernard Shaw once said that the United States and United Kingdom are “two countries divided by a common language”. Oscar Wilde also wrote, “We have really everything in common with America nowadays, except, of course the language”.

Phonological Level

If we compare how words are pronounced in all the three Englishes, we notice there are well-marked difference between Indian, British and American English. Indian English, in some words, has the same pronunciation as that of British English; in some that of American English and furthermore in some it has independent Indian pronunciation. Therefore, the analysis of differences and similarities among these varieties of English languages is rather complex phenomena.

Make the stress patterns in the following words.

Table : 3

BrE	AmE	IE
‘Adult	A’dult	A’dult
‘Ballet	Ba’llet	Ba’llet
‘Brochure	Bro’chure	Bro’chure
‘Cliche	Cli’che	Cli’che
‘Detail	De’tail	De’tail
‘Precis	Pre’cis	Pre’cis
‘Garage	Ga’rage	Ga’rage
‘Vaccine	Va’ccine	‘Vaccine
Ad’dress	‘Address	Ad’dress
Ciga’rette	‘Cigarette	‘Cigarette
Maga’zine	‘Magazine	‘Magazine
Dic’tate	‘Dictate	‘Dictate
Do’nate	‘Donate	‘Donate
Lo’cate	‘Locate	‘Locate
Mi’grate	‘Migrate	‘Migrate
Ro’tate	‘Rotate	‘Rotate
Tran’slate	‘Translate	‘Translate
La’boratory	‘Laboratory	‘Laboratory

The stress patterns in IE more or less follow the American stress patterns. Having noted some difference in the stress patterns in all the three Englishes, let us now turn to the pronunciation of individual sounds:

Table:4

BrE	AmE	IE
æ	ɑ	ɑ
Bangladesh	Bangladesh	Bangladesh
Mafia	Mafia	Mafia
Sri Lanka	Sri Lanka	Sri Lanka
Pablo	Pablo	Pablo
i:	ε	
Aesthete	Aesthete	Aesthete = ε
Devolution	Devolution	Devolution = i:
Epoch	Epoch	Epoch = ε
Lever	Lever	Lever = i:
Predecessor	Predecessor	Predecessor = i:
ɑ:	æ	
Banana	Banana	Banana = ɑ:
Morale	Morale	Morale = æ
Scenario	Scenario	Scenario = æ
æ	ei	
Patriot	Patriot	Patriot = æ
Patronise	Patronize	Patronise = æ
Plait	Plait	Plait = ei
ai	i:	
Either	Either	Either = ai
Neither	Neither	Neither = ai
Missile	Missile	Missile = ai
u:	au	
Route	Route	Route = u:
ei	a	
Data	Data	Data = e
a:	ei	
Vase	Vase	Vase = ei
ju:	u:	
Astute	Astute	Astute = ju:
	a	
Dog	Dog	Dog =

The pronunciation of words under Indian English is based on the pronunciation of a lecturer in English. However, there may be variations in the pronunciation. A detailed study is required for definitive conclusions. In individual sounds, some sounds have pattern after British sounds; some after American and some have independent Indian speech sounds.

Morphological level

In verb morphology, Indian English, to a large extent, follows the British English. Consider the following table:

Table: 5

IE	BrE	AmE
Proved	Proved	Proved/proven
Learnt	Learnt	Learned
Sprang	Sprang	Sprung
Spoilt	Spoilt	Spoiled
Dreamt	Dreamt	Dreamed
Dwelt	Dwelt	Dwelt/dwelled
Knelt	Knelt	Knelt/kneeled
Lit/lighted	Lit	Lighted
Fit/fitted	Fit	Fitted
Spat	Spat	Spit/spat
Sawn	Sawn	Sawed
Got	Got	Gotten

Exception in AmE

Burnt	Burnt	Burnt
Leapt	Leapt	Leapt

Syntactic Level

Now we shall compare Indian English with American English at the syntactic level where there are several similarities.

Tag questions are very common in British English. They are used for confirmation of the truth of the statement. They show a need for co-

operation between speakers and the feature of turn-shift from one speaker to another. First the speaker asserts something then invites the listener's response. If the tag is positive, the expected answer is no and if the tag is negative the expected answer is yes.

Tag questions are shortened yes-no questions and consist of operator plus pronoun, with a negative or positive tag. The choice of operator depends upon the preceding verb phrase. The pronouns refer back to the subject of the statement. The tag forms a separate tone unit. For example:

- a. She is a doctor, isn't she?
- b. She isn't a doctor, is she?

In varieties of English, the above mentioned, tag form is found whereas in some varieties 'no' type tag is common. For example in The DA Vinci Code, we have the following example:

“Open Dei has a residence in London, no?”

This form of tag question corresponds to the Indian English tag question form isn't it in that the same type of question tag is used for all kinds of sentences.

Reciprocal Pronouns

Two sentences can be brought into a reciprocal structure-

Ram likes Sita and Sita likes Ram

Can be written as

Ram and Sita like each other.

One another are also reciprocal pronouns. When more than two people are involved one another is used.

There were many people at the party. They were discussing politics with one another.

In some varieties of American English one another seems to be the preferred form even for two as against each other. Look at the following example:

The two women greeted one another (Dan Brown's *The Da Vinci Code*, p. 405)

In Indian English too, it seems one another is a preferred form:

These two are always quarrelling with one another. (Indian English)

Use of Prepositions

Some verbs are followed by prepositions, others are not. The verb meet in British English is used without a preposition:

I met him yesterday.

But in American English meet is followed by with:

I am afraid his holiness no longer cares to meet with *you*.

Indian English also prefers meet with instead of meet:

Ram met with Sohan in the market yesterday.

Word order inversion in questions

Direct questions in English require inversion of operator before the subject:

Why have you done this?

However, in indirect questions this process of inversion is subverted:

I asked him why he had done this.

But in some varieties of American English, inversion is retained in indirect questions:

I asked him why had he done this?

The same kind of inversion is found in some varieties of Indian English also:

I asked Ram why didn't he come yesterday?

Use of that complementiser after certain verbs

If we study the verbs in English, we find that some verbs are followed by to-infinitives; some by -ing forms and others by that complementizer. For example the verb forget is followed by to infinitive; mind by -ing form and suggest by that complementizer.

In British English the verb want is followed by to-infinitive:

I want to go.

I want you to go.

Some of the speakers of American and Indian English use that after want:

I want that you should meet with me tomorrow.

Miscellaneous Examples

In British English after expressions like "*it's time*", the past tense form of the verb is used in the subordinate clause:

It's time I spoke to Remy.

But in American English in this expression the verb is used in Simple Present in the subordinate clause:

It is time I speak to Remy.

In Indian English too, the verb is used like American English in the simple present tense in the subordinate clause:

It's time I leave.

In British English no article is used before television but definite article **the** is used before radio:

I didn't watch the news on television but I heard it on the radio.

However, in American English **the** is used before television:

On **the television** a lean French Police officer was giving a press conference in front of a sprawling mansion. (*The Da Vinci Code*)

In Indian English also the use of **the** is more common before television:

He is a newscaster on the television.

The verb **Have** collocates with bath, shower, break, holiday in British English whereas with the same nouns the verb **take** is used in American English and Indian English.

American English/ Indian English	British English
take a bath	have a bath
take a shower	have a shower
take a break	have a break
take a vacation	have a vacation
take lunch	have lunch

Explanation

The similarities between American English and Indian English at syntactic level are hard to explain. Historically as said earlier Indian English has links only with the British English because of the British rule over India for several hundred years. Therefore, the reasons for the similarity are to be sought elsewhere. A second language learner when he learns a language which is not his mother tongue simplifies the process of learning. The principle of simplification is operational in second language learning. Most of the examples shown above which demonstrate deviance from British English are actually the cases of simplification.

The question arises whether this process of simplification is also applicable to the learners of transported native varieties of English. We guess it is. If we accept this hypothesis then the above mentioned differences between British English and American English can be explained easily and plausibly. That means psycho-linguistically every child undergoes a process of simplification while learning first or second language. In case of first language learning, the process of simplification is subverted in case of native varieties but in case of transported native varieties or second language or foreign some of the features of simplification are retained even in adults. This hypothesis would explain the differences between British and American English on the one hand and some similarities between American and Indian English on the other.

Conclusion

To conclude we can say that vocabulary differences between British and American English occur in certain well-defined and predictable situations, namely when they reflect differences in physical objects or

features characteristic of the two countries, when they reflect different practices or ways of dealing with things, and when they are the product of institutional differences. The two varieties of the language differ simply because the speakers of each of the major divisions of English language reflect a different total environment and a different set of historical events as a background. Indian English shows similarities with British English to a large extent at graphological, phonological, lexical and morphological levels. At some syntactical levels, IE have a number of similarities with American English. These similarities can be explained in terms of simplification. The variety of English that is taught in the subcontinent is essentially British English. The Received Pronunciation is regarded as one of the prestigious accent. However, even during the time of British Raj, Indian English has acquired a status of distinct variety of English. British orthography has been in vogue and it is often used. But the influence of American culture during the recent decades has affected the variety of Indian English. The result is American-English spellings are also widely prevalent in scientific and technical publications, while British-English spellings are used in other media. Further, it is hypothesized that in times to come Indian English will develop its own forms built on British and American Englishes which will according to David Crystal be the variety used all over the world in near future.

References

- Crystal, David. *English as a Global Language*. Wales UP, 1986.
- Kachru, Braj. *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. New York: Pergamon P, 1986. 12.
- . *The Handbook of World Englishes*. 1992.
- . *The Indianization of English*. Oxford: Oxford UP, 1983. 22.
- . *The Indianization of English: The English Language in India*. Delhi: Oxford UP, 1983.
- Mc Arthur, Tom. *The English Languages*. Cambridge UP, 1986.

Strategies for Improving the Standard of Teaching of English Literature in the Govt. Colleges of Rajasthan

Sangeeta Singh

When we talk of strategies to manage some issues we must be well aware of the problems and list them. Most of the teachers present here are serving in Government Colleges and who might have detected some difficulties in improving the standard of English of the students. The present researcher talked to many of the teachers and diagnosed the following hurdles in honing the capabilities of the students.

- ◆ A large numbers of the students do not know the basic applications of the grammatical knowledge, which they acquire up to Senior Secondary Level.
- ◆ If the college teachers intend to guide them to overcome their weakness so that their efficiency level may be blended with the study material of the syllabus, they face certain practical problems. Among a class of say hundred students, the group of students who appeared yesterday might not come after two days and the chain of the basic material which the teacher had planned to provide as the gap filler material breaks.
- ◆ As the Present Researcher had served for twenty-three years in co-education colleges and is presently serving in a Girl's college, she has noticed that some of the management of the class are similar yet differences are also discernible. In the Girl's Colleges a remarkable mass of students opt for practical subjects like home science, etc. which no doubt will benefit them in the perspectives of their future lives and may be their career also:

still when combined with English as optional subject these prove to be chaining the growth of our subject. Being extra-time consuming these subjects do not allow them to devote as much time, as is needed to overcome the already settled infirmities.

- ◆ Most of the students either cram the answers or translate them taking from Hindi notes. As now the syllabus has undergone a better change the selective study formula opted by the students is not effective any longer. Therefore neither translating answers nor cramming them is going to help them. It is high time we made up our minds to sort out some strategies.

For eliminating the root cause of the first and foremost problem namely the basic weakness springing from schools, experts like David Gradol who is currently carrying out research on the Growth of English in India under Project English, a British Council initiative, thinks that :

Instead of focusing on English medium schools, the emphasis should be on the quality of English teaching in Vernacular medium schools. There will be an increasing demand for multilingual speakers by Corporate India. (July 27, 2009)

The other positive step which the school level syllabus committee might take, is to insert a considerable portion of error correction in their courses. This will help them write correct answers.

Translation related to the lives of writer and the basic characteristics of their writings may also be included in the curriculum of the general English courses of secondary and higher secondary classes, this will help the student not only by arousing their interest in English literature but also work as a brick in building of English language also. A portion of hundred sentences will work as a vaccination dose for not doing blunders at U.G and P.G level classes.

Without implementing this prerequisite, preparatory tonic for them at school level, the treatment of their English is almost impossible job. It will be like cutting the weeds instead of removing them by roots.

While we are talking about the school level preparation we should also think of bridging the gap, between school and the college education. The best time for doing this is the summer vacation. Certain online material and tests should be available for them thus they will utilize their summer vacation and be prepared to enter the English literature realm. In this bridge course they should be informed that if they make grammatical errors at college level, at least five to ten percent marks are going to be deducted in the examinations. The curriculum committee at college level should think over inserting such additional line in the general instructions of the syllabus, this also may be regarded as negative marking in that small portion.

Education department can also consider providing career-counseling service on net during the summer vacation before the admission process takes place. Converting the test system into small home examination of 5-10 marks may cause care in students and regularize their attendance also.

In this process there might be some worthy students who step back after opting English they may be introduced with the popular writers like Chetan Bhagat who says that English is not a language but a skill and furthermore,

Believe, achieve but between believing and achieving if there are signals from the people around us, which stop us from believing in ourselves, ignore them (*Times of India* 4-8-2009).

We know that the students also know the importance of English but there is a need to chastise their intentions towards the welfare of the country also. Most of them say that they have opted English to secure their careers at least with the job of a primary or middle school teacher. But will they teach correct English? They should be inspired, telling that they are a power for not only themselves but for the collective advancement also.

Indeed there will always be multiple goals underlying higher education But clarifying these goals and placing them within an overall vision of

India's future that helps priorities trade offs is an essential first step if the country is to take an advantage of its most important and expanding recourse, its people (*Times of India* 17-10-2009).

Up to now we have pondered over the preparatory part of boosting the standards of English literature at college level through the up gradation of language. Now after entering the campus and becoming a regular student of the class the roles of the teachers mainly and that of the students and of the parents in general will be discussed.

A lot depends on how we train them to write the answers. Here Vibhakar Singh in his article Effective Techniques to Score Well in English tells us that a teacher's role today is to facilitate, guide and manage. He stresses on writing precisely and adhering to the word limit. He provides valuable tips :

While answering the questions try to follow the four C-s-formula-clarity, completeness, conciseness and correctness Students should also keep in mind that the literature section requires them to learn the point wise framework of a lesson or poem, which helps in the construction of answers in short and long answers questions (3-3-2008).

Studying ;ntroduction of a lesson or writer and keeping the important information in memory will help in attempting in long questions answer as well as short ones'. Sections of poems or lessons should be read carefully they may produce the answer containing 10 marks.

The role of a teacher as a manager of a studies focuses other areas also. Here time-management comes first along with the energy levels. Students vary in energy levels and availability of time. Whenever there is a maximum strength in the class, the role of the teachers should be towards being guides rather than teachers. They can provide tips for writing explanations, critical note, inserting apt quotations and providing directions for self-assessment by writing under the pressure of a stopwatch.

The teacher can also form groups, interest wise, residence and location wise and suggest them to study in groups according to their time availability and energy levels in the college and outside. Here are some tips for studying in groups given by Meera Ravi:

Make sure someone takes the role of a leader. Because the leader makes sure there are no distractions. He or she can set goals as in the syllabus to be covered that day. If the goal has not been reached the leader can inform the others and tell them not to spend too much time on a particular topic. You can change the leader every week.

Compare notes you can then see how others have understood a concept or a lesson. They bring their input, you bring yours, there is sharing (*Times of India* 25-5-2009).

Using original ideas and matching them with the curriculum will help the students memorize things permanently and easily. For instance while telling about sensuousness in the teaching of romantic poetry, *Ode to Autumn* should be cited and the students might be asked which of the sections do they like most and why. Of which other stanza are they reminded of? Some of them might recall Marvell's description of fruits and flowers in his poem *Thoughts in a Garden*.

Now they can be asked to prepare a list of adjectives related to senses. Here I would like to quote a book named *Effective Methods of Teaching English*:

In the list words like soft and craggy can be contrasted in sound as well as meaning (think of the way one can pronounce these words to emphasize the contrast) The Teacher may then write interesting words on the board an opportunity for enforcing the correct spelling and for lending words the prestige and dignity conferred by publication on the blackboard (Delhi 2006).

While talking about improving the standards of teaching English literature, one should not leave the column of curriculum blank. Demands of the learner the socioeconomic and cultural demand of the country also are decisive factors of the curriculum:

Interactive situations should be constructed around authentic topics of cultural and phenomenological value to the learner. It is possible to begin with a fairly wide coverage of topics to represent various aspects of culture intense. Such a curricular experience stems from the principals of a liberal education (Abhinav 1988).

One of the contents of the syllabus is drama. For this section one activity may be derived from a book named *Communication Skills in English*. (We can make changes according to the limits of time and efficiency of students.) Instead of reading only one drama, groups may study four to six of Shakespearean dramas:

Before letting the student settle down to reading in class for the better part of a week, the teacher read aloud three or four typical scenes, each from a different play. He did this to give a concrete example of how to interpret drama, how to read character soliloquies, how to pursue hints for future action and how to relate each scene to what has gone before (Mark 2006).

Some of the answers may seem lengthy and while writing, the students may feel that they are crossing the word limit in this perspective. We may take a look at Lawrence Shaffer's views on "Short But Complete Descriptions."

There is a very definite technique to such things: It is one thing to describe an incident in a scrappy fashion in, say, a hundred words : It is quite another to do the same thing in a fluent fashion. It means making the use of every word: It also means taking care with the last phase in each sentence, making it bear most of the weight (Delhi 2005).

It is not only the responsibility of the teacher, which plays a decisive role in the performance of the students but also of the students themselves. The parents also should play their parts carefully. Here are some tips for the students and parents from renowned education counselor and writer Ambadutt Bhatt, Who recently as a guest in a T.V. programme suggested the parents first to congratulate their children on getting a certain percentage of marks and then ask the reason of not achieving the remaining desired percentage. He has been watching that students toil for difficult portions more, than for easily attemptable things. For example if sixty five percent of the syllabus is easier for them they first run after the thirty five percent which they think is not attainable for them and in the process pay less attention for the greater risk of losing marks. He told that the first step of the study is knowledge, second understanding and then comes application. He laid stress on

revising everything. Students must revise before going to bed. While before comprehending a passage, first preview it and then look at it from the angle of questions only. Concluding the talk he presented the formula of five Ps-positive approaches, plan, prepare, practice and perform (T.V. Program from Pragya Channel).

If a teacher asks a student to recite a stanza of a poem or a soliloquy from a drama he or she finds out that most of the students fail to read it properly. Though the curriculum does not specifically allow us to teach reading still we can introduce them with reading from the viewpoint of teaching in general. The primary knowledge of reading can be given by expanding this dissection a little more :

The main method of teaching reading are usually understood to be the alphabetic, the phonic, the whole word or look and say and the sentence. Thus though not going off the syllabus one can sum up before the students the language experience approach and the individualized study (Bahri 1979)

Smooth pronunciation of words, rhythm of English and the tune of voice may be introduced to the students with certain examples -

The different lengths which the syllabus of English are given and the reasons why these different lengths occur an example of this would be the following -

The *c h a i r* collapsed.

The *chairman* collapsed.

The word chair has the same length as the word chairman and therefore the two syllables in chairman are shorter than the single syllable of chair so that the chair of chairman is only half as long as the word chair by itself. While talking of literature boosted through language, it is better to include the opinions of the experts and learned elders. One of the present researcher's reverend teaches Mr. Sunil Bhargav, presently the vice-principal of Govt. J.D.B Girls College, Kota provided valuable suggestions for the improvement of language in Rajasthan. He advised that a language curriculum is needed to implement for enhancing the scope of Language. Next, he suggested that a strategic utilization of

the language labs is needed for the up gradation of the skills of the students. Teachers should also attend the refresher courses related to E L T. At post graduate level the linguistic paper should be included.

Thus with combined opinions and shared efforts we can change to some degrees the scenario of the output given by English literature students and escape from a contaminated chain of bad students becoming worse teachers Though our colleges are not rich in infrastructure and recourses, we can easily implement some of the tips and strategic quoted and churned through the process of experience. This positive attitude is befitting for the whole teacher kind, as Goethe has rightly said that true knowledge is application.

References

- Fernandez, Nirupa. "Setting Standards." *Times of India* 25 May 2009, Jaipur ed.: A6+.
- Jacob, Grace. "Planning an Integrative English Curriculum Implications of the Learner Profile." *The English Curriculum*. New Delhi : Abhinav, 1988. 88-102.
- Kapur, Deves. "Starting Point of Higher Education." *Times of India* 27 Oct. 2009.
- O'Connor, J.D. "Problems in Punctuation." *Better English Pronunciation*. English Language Book Society and Cambridge U P, 1977. 1-16.
- Ravi, Meera. "Group Study: Dos and Don't." *Times of India* 25 May 2009, Jaipur ed.: A6+.
- Sen, Malini. "English for Progress." *Times of India* 27 July 2009: A6+.
- Shaffer, Lawrence. "Points in General Style." *How to Write Better English*. New Delhi : Ivy, 2005. 71-85.
- Sharma, S.R. "Speech on Radio, Television, and Screen a New Methodology." *Communication Skills in English*. Jaipur : Mark, 2006. 51-70.
- Shrivastava, Rajendra Prasad. "Methods and Approaches of Teaching Reading." *The Teaching of Reading*. Chandigarh: n.p., 1979. 40-61.
- Singh, Rao Jaswant. "English Not Only a Language but a Skill." *Times of India* 8 Aug. 2009: 3.
- Singh, Vibhakar. "Effective Techniques to Score Well in English." *Times of India* 3 March 2008: A4+.
- Tyagi, Ramavtar. "Training of Senses." *Effective Methods of Teaching English*. New Delhi: Alfa, 2006. 278-304.

Every Man's English: English as a Tool of Empowerment in the 21st Century

Seema Bhupendra

Language follows its own path. It can bridge gulfs of class and geography in the most remarkable ways. – Robert Mc Crum, British novelist, editor and critic, in Mc Crum *et al.* (1986) *The Story of English*.

In the current scenario, English language has become a powerful tool of empowerment and growth. Today it stands for progress and economic potential and no longer colonial supremacy, an indicator of the level of education, social advancement and economic growth. English has taken the role of a social leveler and above all it is seen as the planet's language for commerce, technology and empowerment in the 21st century. Generally speaking, empowerment implies having skills to support oneself in a particular social structure. One should be equipped enough to trigger self growth and social mobility and be able to connect to a world of new possibilities. It is the ability to facilitate change when required thus fostering a sense of control over life and situation and a sense of well being.

As more speakers and users affiliate themselves to a particular language, a unique process of change is facilitated both at the end of the user as well as the end of the language since different cultures bring their unique ways of using a language. English too by virtue of being the most popular languages across the world stayed dynamic and receptive to changes. *Webster's third new International Dictionary of English Language*, (1981) aims at meeting the needs of the whole modern English speaking world. This entails ensuring that English serves the needs of the entire world. If the world is moving towards a common language, it be English. Today English is thus linking the world. When the language is used so extensively, confirming its dominance in many domains, this serves to

make the learning of English more attractive than learning other languages.

In the age of globalization it has become the default language of international communication with its increasing use internationally in business, media and education. The non- native English speakers today outnumber native ones, who can no more assert absolute sovereignty over the language. The new users of language are not submissively soaking it up; they are actively sculpting it, breeding a variety of regional Englishes. At the same time with the growing economies of developing countries (especially India) many former economic U.S. immigrants may presently opt to return to their homeland, bringing with them their young English speaking kin. (Graddol 29). Also in increasing number of countries English is becoming a near universal basic skill and component of core education. It is no longer the codified and normalized language hit upon in the course and grammar books of the last millennium, but a language whose status is being radically transformed. David Crystal envisages “a tri English world, in which we will be speaking a local dialect (English based) at home, a national variety at school or the work place and an international standard to approach foreigners” (113). Therefore, it is no more a select cultural signature of the native speakers.

The growing demand of ELT services is escalating all over the world. China whose authorities estimate they need roughly 1 million English teachers and the Middle East have now been bringing teachers from India (Power2005), hence teachers from the outer circles are welcomed. Indians too have appropriated the language as a tool for social mobility and for riding the crest of economic growth. The opening up of the economy in the last decade is another notable aspect of globalization which has opened up a series of opportunities in the form of call centers, BPO's and now even legal process outsourcing and services with lower labor costs (India and China in particular). This allure in the outsourcing industry is caused by the fact that the majority of the offshore contracts are being commissioned by English speaking corporations (Graddol 34). Basic English skills are all that the entry level requirements are. Currently, even call centers are being located in countries like India, whose

competitive advantage over its economic rivals in Asia is not surprisingly due to its ready reserve of professionals speaking English. This opportunity, the country at large has taken up well by facilitating English language centers, providing short term courses across the country at every possible corner and the process continues to filter in the tier 2 and 3 cities. The outsourcing thing suddenly geared up the economic value of knowing English. Its usage now has moved in to the arena of being utilitarian and instrumental in pushing the economy of our country in a positive direction. English language is widely recognized as a window to success and a gateway to wealth and no longer be said to denote a status symbol of a privileged educated elite, but a requisite basic skill in jobs involving contact with clients or colleagues who share no other common language like yourself.

In an increasing number of countries English has been bereft of its function and separate place in the curriculum as a discipline, a foreign language, becoming instead a component of basic education. The present is bringing with it changes in the learners, their needs, motives, the target of instructions and the methodology with disciplinary knowledge sometimes swept aside in favour of more pragmatic and fragmentary “can do”, “just in time”, “no more than is needed” “approaches to language learning (Graddol 72). In several Asian countries especially India, a language shift can be observed within families where English from FL to SL and ultimately sweeping in as the main language of the home. This societal bilingualism has occurred in middle class Indian families where mother and father come from different linguistic backgrounds, family communication takes place via the medium of English. Moreover, in the eyes of parents, English is more important than the mother tongue as it is strongly associated with better prospects, position and promotion opportunities.

The country's zeal for English, elevated to an epidemic magnitude as in this rapidly globalizing world where colleges are vying against one another on the national and international market place, English has become a faster and smarter vehicle in higher education. It is estimated that around 2 to 3 million young people travel abroad to study, over a

third select U.S.A. or U.K. as their destination and the total share of international students who are taught in English is over 50% as an increasing number of countries both in Europe and Asia are offering courses taught through the medium of English (Graddol 77). This is due to the fact the language is the magnet for both an international student community, teaching faculty and researchers and the chance to polish it is additionally being perceived as a key educational investment itself. The enhancement of linguistic skills, especially communicative competence apart from fostering inter cultural awareness also come useful when seeking employment in a foreign setting with a different work culture.

A huge role in the global triumph of English has simultaneously and significantly been played by *Technology*. As the internet comes increasingly to be viewed from a social perspective, so the role of language becomes central... What is immediately obvious when engaging in any of internet's function is its linguistic character. If the internet is a revolution, therefore it is likely to be a linguistic revolution (David Crystal, *Language and the Internet*).

Since English is the default language of Internet, it gets diffused in society with greater speed. The expanse of the internet, which is replacing the traditional modes of communication not only in research and education but also marketing, trade, entertainment and hobbies; the mushrooming IT sector and the increasing availability of textual resources in the electronic format have enormously promoted the dissemination of knowledge and information therefore, directly impacting the massive growth of English as it has the potential to flow with great ease and flexibility in the fast changing socio-linguistic scenario.

In the field of *Media, Entertainment and Mass culture*, it is more widely used as the preferred lingo for global reach. The movie industry, print media, broadcasting and commercials which are present on every step of our daily life through news, fashion, popular music, soaps and reality shows, English pervades. All these factors additionally foster the perception that English is ‘hip’ and every day gaining momentum as a language of aspirations and dreams. “From pregnant women speaking

English to their foetuses” (Power 2005), to retired pensioners, from taxi drivers to business tycoons everyone is primarily focusing on developing the linguistic skills with a desire to reach the world and be a part of this digital age. People's perception of the relation between language and the self is changing. Earlier language was considered a tool for education, knowledge and enlightenment. Now it is considered as a tool for economic prosperity. Unprecedented changes in economics, in commerce, in the demographic shape of the world with the erosion of state borders and global migration higher than ever before, in the social set up as a whole, the lack of familiarity with English is frequently equated to illiteracy. The awareness and the attitude of people have accelerated the spread of the language and influenced its current shape. Computers and mobiles have created an altogether a new lingo sphere. Youth today is entering into a new territory of 'Teenglish'. It's eclectic and ever evolving, nourished by international sites like 'Orkut' and 'face book'. If you don't know your way you might fumble. Phrases like, 'killing it' are given a whole new meaning. (It means giving your best shot.) For e.g. 'I studied so hard, I'm going to kill the exam paper" (*The Times of India*). Even so called 'cool parents' who think they are on jaw-jaw terms with their children may find it hard to keep up with this fast transforming lingo bouncing around teensville, a language free of grammar or syntax. If 'my bad' is about admitting to a mistake, 'that's money' is a nod of appreciation. Danny Boyle after 'Slum dog Millionaire' would probably have been told "That's money, dude". Pop music and reality shows are providing fertile breeding ground for strange new slang every day. There are the bibles like *The Diary of Bridget Jones* that gave birth to the cult coinage 'singleton', *Sex and the City* that introduced 'tranny' for transvestite and friends. English is often selected by writers in order to maximize the potential readership. For straightforward economic reasons, only works that enjoy exceptionally large sales have any notable prospects of translation. Since English is the predominant language in the publishing industry, authors writing in English have a much better chance of translation than those writing in other tongues. Consequently in science, a poor command of language

hinders a successful career and international recognition. In order to reach a world audience proficiency in English has become essential. It has now become a relay language rather than an end in itself.

Language teaching therefore, needs to be receptive to the changed requirements of time and be able to address the industry related needs of the young population. It needs to be utilitarian in approach. As language teachers it's a great challenge for all of us who should go well shielded to face the blows of change. The ELT classrooms should now focus more on pragmatic and innovative strategies necessary in inter-cultural communication. The young readers should enjoy and develop a feel for English; that should be our ultimate goal. There should be no need for most learners to speak the language like American, Briton or Aussie, the main issue is mutual intelligibility and the relevant context of use. The information revolution has made it more pressing to know, how to harness technology and put it to new and imaginative uses. One has to be aware of many different Englishes (Hinglish / Japlish etc.) within a multicultural society. One should have the skill to shape the language in a creative and rule breaking way and recognize it as an essential component of a productive and progressive society.

The numbers is more important and the pace at which more people can get the benefit of English language. Pulling English out of the realm of the snobbish to totally democratic has been the theme of English language usage in India. "May not such a language justly be named "Every Man's English"?"

The English language is not a square with definite sides containing its area, it is a circle . . . nowhere bounded by any line called a circumference. It is a spot of colour on a damp surface, which shades away imperceptibly into the surrounding colourlessness (Sir James A.H. Murray, British lexicographer (1884) Oxford English Dictionary).

References

Crystal, David. *English as a Global Language*. 2nd ed. Cambridge: Cambridge UP, 2003.

- Crystal, David. *Language and the Internet*. Cambridge: Cambridge University Press, 2001.
- Derbyshire, John. "The Future of English: A Mighty Language and Its Prospects." *National Review* 28 Aug. 2000.
- Graddol, David. *English Next: Why Global English May Mean the End of 'English as Foreign Language'?* Plymouth: British Council, 2006. <<http://www.bbc.co.uk/voices/results/worldmap/>>.
- Jenkins, Jennifer. *English as a Lingua Franca: Attitude and Identity*. Oxford: Oxford UP, 2007.
- Kachru, Braj B. "Teaching World Englishes." *The Other Tongue: English Across Cultures*. Chicago: U of Illinois P, 1992.
- Kennedy, Chris. and Rod Bolitho. *English for Specific Purposes*. London: Macmillan, 1984.
- Koshy, Ninan, ed. *Globalization: The Imperial Thrust of Modernity*. Mumbai: Vikas Adhyana Kendra, 2002.
- Nayar, P.B. "Whose English is it?" *TESL-EJ* 1.1 (1994): 1-7. .
- Phillipson, Robert. "The Linguistic Imperialism of Neoliberal Empire." *Critical Inquiry in Language Studies* 5.1 (2008): 1-43.
- Power, Carla. "Not the Queen's English." *News Week International* 2005 <<http://msnbc.msn.com/id/7038031/site/newsweek/print/1/displaymode/1098>>.
- Richards, I.A. *So Much Nearer: Essays towards a World English*. New York: Harcourt Brace, 1968.
- The Times of India 4 Jan 2009, Ahmedabad.

Language through Literature: Language Skills in the English Drama Class

Vinita Goyal

What is Literature? This question has never been easy to answer. The concept of literature is a mercurial and inconsistent one. There are critics like Terry Eagleton who completely deny the existence of any such thing as 'literature'. "Anything can be literature and anything which is regarded as unalterably and unquestionably literature- Shakespeare, for example- can cease to be literature" (9). It is the social sanction that establishes certain writings as 'literature' whereas excludes other writings. Time, location, and cultural background invariably can, and do alter our opinions regarding texts and their status. Literature has been argued to be a social discourse, "a discourse which is in varying degrees defined and controlled by the social institutions within which it is embedded . . . What is valued as literature changes from one society, or culture within a society, to another. . . ." (Carter 115). Linguists have always been uncomfortable with the privileged status of literature as the highly ornate literary language seldom helps in preparing the L2 learners with skills for communication in the real world. Literary scholars vehemently support their stand. The debate is still on.

The literature that we, as teachers, deal with in our daily professional lives includes only the canonical texts, "fictional and imaginative writings – poetry, prose, fiction and drama" (Abrams 152). Since the focus of my paper is on the practical aspects of teaching English literature and language to the students of various universities of Rajasthan, I need to go with this more traditional view.

For hundreds of years literature was considered an inspiration for language learning. Language learning was not an end in itself; the main objective was the study of canonical literary texts. Grammar-translation

method equipped the students with the basic knowledge of a language, and then they would proceed to study the literature of that language. Eighteenth century saw this trend of dictionary-based, grammar-oriented language teaching on a high. During and after World War I, literature was used in FL/SL classes to promote the understanding of the culture and traditions of that country.

This dependence on literature to teach language started being looked down upon during 1970s and 1980s as linguists found the highly ornate, and often difficult, language of literature to be of little help in preparing the L2 learners for communication in the real world. Language teachers used authentic materials such as newspapers, magazines, brochures etc. to prepare their students for real-life language usage. They stressed the fact that the language of literature is far from being the language of the common masses.

But lately, there is again a realization that literary language can be used in many creative ways in a language class. Since literary texts are open to very many interpretations, learners can debate, discuss, and negotiate the meaning. The language of literature might not be the language of everyday use, yet this language is always 'correct', compressed, dense, full of meaning to be deciphered. The figurative language of literature gives new insight and dimension to commonplace experiences.

Most importantly, literature involves the students with the target language. "Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system" (Collie and Slater 5). Instead of bearing the burden of dry, mechanical grammar rules, the learners' attention is shifted to the thematic, emotional content of the text. They are "drawn into" the text and it very subtly familiarizes them with the nuances of the target language. "Reading a substantial and contextualized body of text, Students gain familiarity with many features of the written language- the formation and function of sentences, the variety of possible structures, the different ways of connecting ideas- which broaden and enrich their own writing skills" (Collie and Slater 5).

The special case of students in Rajasthan

India, as a nation, falls into the 'outer circle' of the three concentric circles of Kachru. We fall into the 'norm-developer' category where English functions as a second language; English plays a crucial role in our institutions and education. But my experience as a teacher of English in the government colleges of Rajasthan has given me this insight that for students from a rural background in Rajasthan, English is very much like a foreign language and English culture an alien one. Despite the fact that they study English at the high school level, their knowledge of the language is at a minimal level. Their surroundings offer them no platform for acquaintance with the Western culture. They never get to make practical use of whatever little amount of English they know. They only understand that proficiency in the English language is indispensable for survival and progress in today's competitive world.

The universities in Rajasthan do not offer much scope for language learning. We don't have any separate courses in English language. Language is often given a very meager share, added almost as an afterthought, in most of the undergraduate literature courses. The students seem to be left with no choice but to opt for English literature in order to equip themselves with essential language skills, namely reading, writing, listening and speaking. They are utterly disappointed on two fronts. First, their knowledge of language does not improve miraculously, as they expect. Most of the time they are busy translating and paraphrasing the prescribed texts. Since they are taught English literature as the main subject, the focus of teaching is usually more on analysis and interpretation by the teacher (most of the teaching being done by lecture method). They don't get much opportunity to practice their language skills. Secondly, they often end up getting low scores in the exams; not because they do not understand the texts well, but because they are not able to express themselves effectively in English. The language that they listen and learn here may equip them with the ability to write grammatically correct answers for their literature chapters. But when it comes to real conversation, they are at a loss.

When we know the needs of our students and the limitations of our syllabi, we have to find a way so that our students are benefited the most. The need of the hour is that we should incorporate the teaching of language skills in our literature classes so that by the time the learners are graduate, they have a fair amount of exposure to actual, informal use of language. Here we have with us a vast repository of creative language, full of ideas, feelings, and various expressions, in the form of canonical literature. We can incorporate a number of interactive tasks that will focus on linguistic as well as thematic aspects of a given work. We simply have to mould our teaching method a bit in such a way that language skills also fit in. A little focus on these skills will, in no way, threaten the status of literature as literary scholars might doubt. This will only add to the productivity and usefulness of our esteemed discipline.

Drama and the Language Skills

Of all the genres of writing none is closer to the language of actual conversation as drama. Drama teaching can very well have an input of language teaching as drama gives the learners opportunity for purposeful listening and contextual production of language, as well as interesting situations for reading and writing. Various tasks on the same text will familiarize the learners thoroughly with it and improve their overall understanding. Adding some enjoyable, interesting and useful activities for development of language skills will not only rob the drama class of monotony, but will also simulate reality for them to cope with. As Wilga Rivers (1983) states, “the drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through explanation.”

As a teacher, one might have to face many constraints in adopting this method. Lack of time, already prescribed syllabi to cover, lack of resources, can be some of the anticipated problems. Besides, lack of exposure to and experience in this method makes the teachers hesitant. But these constraints should not eclipse the value of drama as a unique language teaching tool. It gives the learners contexts and situations to make meaningful use of language in. They are ready to take risks with language and meaning. “Drama for language learning is about working

exclusively in the target language, about fictional role-taking, improvisation and real communication...one of the great powers of drama is that taking the emphasis away from language (and putting it on imagination, the making of meaning/s, in order to solve dramatic “problems”) actually leads to language improvement” (Sheila, Tina, and Bernie 3).

Small activities or tasks based on the prescribed texts involve the learners with the texts as well as the target language. At times, no amount of explanation clears their doubts and questions regarding plot, characters and theme. But these tasks help them empathize with the characters and understand their point of view in the light of their newly awakened sensibility.

What kind of language activities can be taken up in a literature class? This depends on the type of text being dealt with, the students’ cultural background, their linguistic needs, and language level. Here are some suggestions.

Activity One – Snowball

The objective of this task is to focus the learners’ attention on any one aspect of the language of the text. This is a wholesome language teaching task as a lot of discussion, interaction, reading and writing is involved along with a focus on some linguistic aspect.

Aim

- ◆ In-depth probing into the language of the text.
- ◆ Lot of interaction in the target language, complete reading of the text, listening to and giving opinions, writing observations.

Procedure

The class is divided into groups of three to four students. Each group is given a different language aspect to work on. The teacher can provide some worksheets on which the aspect is described briefly. The students are advised to note down examples of the aspect as they read, and also their own thoughts and comments. The topics can include pun, paradox, particular kind of imagery, comparisons used in the text, rhetorical

questions, epithets, the language of violence etc. Each group is given a date to complete the task and present it before the whole class. A discussion of the different aspects should be encouraged.

Variation

The groups can be asked to prepare posters explaining the aspect graphically. All the posters can be exhibited in the classroom and can be a great help in preparing the students for their exams. The topics dealt with can be expanded into full length essays for exams. They will provide a general commentary on the language of the text.

Activity Two – Adapting a scene

This activity focuses on all the four language skills and gives the students an opportunity to be as creative as possible with language. Students read a particular scene from their text and enact it in their own way before the whole class. They write the dialogues themselves and can even change the course of action as per their imagination. They discuss among themselves the possibilities of adding a new twist to the whole situation in the scene. The teacher can give lead if students are hesitant. This activity helps them in understanding the text in all its dimensions and the cultural differences of that milieu and this become clear to them.

Aim

- ◆ Better understanding of a scene
- ◆ Reading the text, discussing it, rewriting it in their own words, and producing it, gives a practice in all the four language skills.

Procedure

The class is divided into groups of three to four students. The teacher takes up one act from the play that has already been discussed in the class. Each group is asked to choose one scene from the act. If the number of scenes is less than the number of groups, then two or three groups can be allowed to work on the same scene. The students are asked to read the scene carefully and then rewrite it in their own

language. They are allowed full creative freedom here; they can change setting, location, and time. They are asked to write down the new scene and rehearse it once before performing it for the class. The teacher stresses the importance of proper expressions, tone and pitch. When doing the task for the first time, the students can be allowed to carry the written script. But gradually, as they become more comfortable with it, they can be encouraged to perform without the script.

Follow up

After all the performances, the groups discuss and evaluate each others' efforts and decide which performance was better than others and why.

Conclusion

These activities are just the tip of the iceberg. There are umpteen possibilities to keep the learners engaged with the text as well as the language. Summary gap-fills, cloze exercises, jumbled summary tasks, concentration games, crossword puzzles bring the students out of their comfort zones and involve them creatively and interactively. Constant exposure to L2 helps them feel the language and establish a bond and affinity with it. Besides, these “activities try to help students to acquire the confidence to develop, express and value their own response” (Collie and Slater 9). Even a little time devoted regularly on these tasks is sure to fill our rural learners with confidence and courage to venture bravely in the formidable terrains of the *lingua franca* of today's world.

References

- Abrams, M. H. A. *Glossary of Literary Terms*. Thomson Wadsworth, 2005.
- Carter, Roland. *Investigating English Discourse: Language, Literacy and Literature*. Taylor and Francis, 1997.
- Collie, Joanne and Slater, Stephen. *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge UP, 1990.
- Eagleton, Terry. *Literary Theory: An Introduction*. U of Minnesota P, 2008.
- Robbie, Sheila, Ruggirello, Tina, and Bernie Warren. *Using Drama to Bring Language to Life*. Captus P, 2001 <<http://iteslj.org/Techniques/Chauhan-Drama.html>>.

Testing of Poetry at Undergraduate Level

Richa Mathur

The three areas of operation in poetry teaching- the objectives, the teaching learning activities and evaluation are inseparably interrelated and affect one another positively or negatively in a cyclic manner. Teaching and learning are the subject matter of testing, which throws light upon the adequacy or inadequacy of teaching and learning procedures. Improved testing devices help in improving both testing and learning. Teachers tend to use appropriate teaching techniques and students develop suitable learning habits to prepare for good examination. The purpose of testing is to improve instruction and not merely measure its achievement. And it is from this point of view that all the Commissions as education have highlighted its value and importance.

Generally speaking, no explicit statement in the syllabus is provided of what the student, at, say, the undergraduate level is expected to do with the knowledge he acquires of the poems prescribed for him. There appears to be no attempt to visualise the learner's, needs or the level at which he stands and the end he must move towards.

Identifying an objective in terms of a skill or sub-skill and specifying it, leads to its teaching in an effective manner as well as proper testing. Let us take a simple example. Response to literature has long been understood to mean an integrative skill of reading and comprehension. What is being suggested here is that there are some sub-skills which get covered under the blanket term 'response' but which could, and need to be, developed and tested separately. One of these sub-skill is that the student should learn to look for details like the use of figurative language, of images, personification or metaphors. The teacher can take certain steps in the class towards this end. And the students then reinforce this skill by reading the poem silently for himself. For examining

the students' gain with respect to this skill, it is possible to prepare objectives or open-ended items. Such a task may expect a learner to locate the images used in another text by the same writer or in a new text by a different writer which is similar to the one studied in the class. The images could first be located singly and later to be seen in perspective to recognise some pattern which recurs uniformly in the poem. For all these testing exercises the teacher would have to use supplementary texts that are not very different from those the learners have studied in the class.

It is essential to mention here that at present the paper-setters have to set the tests adhering strictly to the guidelines about number and type of questions laid down in the syllabus and they have no freedom to do anything on their own. So the Boards of studies have a special responsibility to formulate effective strategies for testing and get them incorporated as part of testing programme in the syllabus which would be mandatory to be followed by paper-setters. However, this paper suggests some measures for improvement in the system of evaluation from a broader viewpoint though their implementation might have to wait for quite some time till they get general acceptance.

Now let us examine some common shortcomings in the question paper for testing poetry at the B.A. level. One main weakness is that the questions generally set in the examinations put a heavy premium on the students' memory and consequently on cramming. They tend to become essentially on invitation to quote, quote and quote. All that is often required in the students is the ability to reproduce muzzy impressions of what they have been reading and quote indiscriminately- a simple test of verbal memory.

Examples of this practice can easily be found in any question paper at B.A. level :

1. What is the theme of the poem 'The Last Ride Together?' (Rajasthan University B.A. Part III Paper one 2009)
2. Who were lake poets? (Kota University B.A. Part-II Paper one 2009)

3. Where and when was Robert Frost born? (Final year TDC paper I Rajasthan University 2009)

A better alternative would be to have questions in answering which the student cannot score highly just on the basis of quotations and rote memory e.g.

Discuss Ulysses as an embodiment of the spirit “To strive, to seek, to find and not to yield”.

We may also think if it is feasible to provide plain texts of the set books or authors for use during the examination. Another measure that may be tried is to permit the examinees to make use of their own notes in answering the questions asked. The memorizing of their own notes months before examination is a sheer waste of time. Such a concession would encourage the preparation of good notes and deeper study.

Another weakness is that question papers usually lack variety and are stereotyped. As questions are often repeated, students are encouraged to concentrate on prepared answers to selected questions to the exclusion of all other important areas. This practice results in the formation of undesirable study habits and also stands in the way of improved instruction by resourceful teachers.

Examples of such questions can easily be found e.g. In Paper I in T.D.C. First Year of J.N.V. University Jodhpur (2009) we find a question:

Critically evaluate the poem ‘Lakshman’.

Write a critical appreciation of the poem ‘Tiger’.

We may have questions like:

1. How does Robert Frost describe the breathtaking beauty of the woods? (Stopping by Woods.....)
2. Can you find a symbol for ‘inner voice’ of yours? (Stopping by Woods.....)

Short answer type, very short answer type and objective type questions too may be used to make the question paper a reliable sample of a field of achievement by ensuring a better and much wider coverage of the content areas and objectives. This will also take care of the predictability

of questions. Consequently, students will be obliged not to limit their studies just to a few predictable questions.

One drawback of the present system of examination seems to be the essential similarity of some questions asked in the examination. A test of poetry using even three different forms of items (the annotation, the short note and the long or essay questions) may, in fact, test the same skills through each of the questions. One of these may be the ability to summarize contemporary critical opinion. To do away with this shortcoming, paper-setters have to be careful in choosing a variety of items and employ different types of questions like essay, short answer and objective type items.

Here is an example taken from B.A. Part II Paper I, MDS University Ajmer 2009.

Q.1: Explain with reference to the context.

“Full many a gem desert air”. (Gray’s Elegy

Q.2: 2(b) *(i) Write a note on the imagery of James Thomson’s poems prescribed in your course.

Q.3: Write a critical appreciation of Shelley’s ‘Ode to a Skylark.’

There is a tendency to set unsearching stock questions that invite stock responses and prefabricated answers. An essay type questions from B.A. (Part III) Paper I, M.D.S. University, Ajmer 2009 is a good example of this drawback.

Write a critical appreciation of W.H. Auden’s “In memory of W.B. Yeats”.

Questions such as those given below may make the students read the text closely and respond independently. They are from Robert Frost’s “Stopping by Woods

1. In which line(s) of the poem does the poet try to say (the examiner puts into his own words the idea that he feels the line(s) contain.)
2. Try to analyse the emotional experience of this poem.

There may be questions on practical criticism of unseen texts. For example, the students may be asked to locate the images used in another text not studied by them in the class. The text may be by the same writer or in a new context by a different writer which is similar to the one used in the class.

Quite often the scope of the answer to a particular question is left undefined, allowing a great deal of freedom to the students to answer it in any way they like and to examiners to award whatever marks they personally think the answer deserves. There is a lack of clarity and specificity both in the students' and examiners' mind about what is being tested. After choosing the questions to be answered, the examinee has to consider how to answer them. Whereas overall organization within an answer may be looked for and expected in an answer, there are rarely any guidelines about the standard of a good answer. This leads to ambiguity regarding the content of the answer. In such a nebulous state it is easy to get carried away by one or the other quality in the answer, say, large chunks of quotations from critics, or felicity in language use, and mark the essay impressionistically.

Let us examine two items from University of Kota 2009 question paper-

1. Write short notes on Restoration (B.A. Part I Paper One)
2. Write a note on free verse (B.A. Part III Paper One)

Here neither the content has been defined nor the scope delimited.

So it is necessary to delimit the scope of the essay carefully so that it is unambiguous and any rambling outside this scope can be perceived and the examiner may have no difficulty in judging its quality.

Two examples of a good question with clarity both in content and scope could be :

1. Examine the poem "My Last Duchess" as a dramatic monologue.
2. Discuss symbolism in "Ode to the West Wind".

Another fault with most of the questions now set is that they are too ambitious. For example, the students might be asked to write about Wordsworth as a poet of Nature. The examinee can just summarize

and generalize in an hour they get to answer the question. The question could be restricted to Wordsworth's attitude to nature in a particular poem. This would be an opportunity for the detailed appreciation that alone can be critical.

Another common practice which affects the quality of a question paper is related to the aspect of sampling. Although the examiner may think of "covering" as many areas as possible, this idea is defeated by the presenting of a large number of options between questions within a paper. Such choices give full scope to the students to make a selective study. Quite often they omit large portions of the syllabus in the hope that it will not be necessary for them to attempt questions on them. Existing practices provide alternatives which may be unequal.

The following question is from M.D.S. University Ajmer (B.A. Part III Paper I 2009):

Write a critical note on the handling of Dramatic Monologue by Robert Browning. Illustrate your answer from the poems you have read.

OR

Write a critical appreciation of W.H. Auden's "In Memory of W.B. Yeats".

"Rugby Chapel is an affirmation of Arnold's philosophy of life". Discuss with suitable illustrations from the poem.

An improvement on such practices would be to completely eliminate overall options and retention with reasonable limits of internal options which among themselves may be comparable in respect of the objective to be tested, the major areas of the contents to be covered, the form of question and the difficulty level of the question.

A better way would be to ask for critical appreciation of one of the three prescribed poems of similar difficulty level.

The present day examination has a tendency to become an endurance test for the students whose whole career may depend upon his capacity to write against the clock. He has to race against the time, say three hours to complete his paper, without much time to think.

B.A. Part III Paper I of 2009, University of Kota expects the examinee to answer in three hours four reference to the context questions, ten very short answer type questions, (incidentally all of them based on memory) two essay type questions, (200 words each) three more essay type questions (word limit not mentioned) and finally two short note items. In all, eleven long answers and ten short answer type questions. Quite a tall order!

To be more considerate and realistic regarding the time required, the paper-setter could try to visualize how much time an average student would need to answer each question and then work out the number and type of questions to be included in the test.

This problem could be mitigated by extending the examination time to four hours in two parts, with an hour's break in between with the questions basically as at present but with the addition of an essay type question. Thus shortage of time as at present will not be allowed to destroy the whole aim of the question paper.

Another solution to this problem of racing against time is to assign a short thesis a little before the examination proper. The students may be given a fortnight to write it. This could involve a little bit of research but it would be marked for ability to apply, not factual knowledge, but a clear critical attention to the texts studied by them. The burden on the examinees could be reduced by setting a specific topic and a limit on the number of words to be used. Such assignments might be checked with an oral test to ensure that material is not lifted from critics without understanding.

The scheme of external examinations and existing modes of testing does not serve the purpose of providing feedback to a teacher regarding the ability of the students which is a principal role of testing. Some ways of using texts meaningfully within the context of the classroom can be short-term tests, end of term tests or end of unit or lesson tests which a teacher would develop. For example, after making an attempt to develop an awareness of rhythm and sound which is a valid objective in testing literature the teacher may use the oral mode of testing and set

a student the task of reading aloud a literary piece with the right emphasis for its sound effects. The most useful feature of informal teacher-developed assessment is that it permits some genuine interaction.

Now we come to a discussion of type of questions for evaluating students in relation to poetry and begin with essay type responses. Essay type tests call for a number of skills to be put into act simultaneously and for that reason can provide useful information about these integrative skills in the students. For instance, a writing task can provide interesting information about the students' ability to assimilate and present the material which he has read and interpreted. His ability to write comprehensively in a well-reasoned and coherent manner can be evidenced here. Essay type tasks which ask for the taking up a point of view with substantiation from the text that has been studied could also provide evidence about the student's ability to write relevantly. They also involve the sophisticated use of literary terminology for the expression of responses.

However, it does take a long time to read essay type answers. Having to write answers to five essay type questions in the usual three-hour closed-book type examination is not the best circumstance to show the depth of one's scholarship. Essay type questions test many objectives at the same time. Due to lack of clarity and specificity, both in the student's and examiner's mind about what is being tested, scoring of these answers tends to become subjective.

The short note answer is relatively more textual and limits its scope and form but like the annotation questions and the essay question it is again pivoted round the student's memory and expression. Another possibility is that a test of poetry using even three forms of items- the annotation, the short note and the long/essay question may in fact test the same skills through each of the questions.

The use of shorter and more specific questions may make it possible to include a large number of items covering the knowledge area of the syllabus. Such details may be effectively tested by using short answer type questions in the scoring of which we penalise mistakes of expression

only to the extent they interfere with the intelligibility of the answer. Such tests, while taking much less time and being easily scoreable (often objectively) would permit the evaluation of deeper levels of understanding. They provide us valuable information about the degree of comprehension achieved by the learner. Inability to tackle such a question would indicate that the student has failed to grasp significant details in the poem. Shorter written tasks could reveal the student's perception of details in the poem and his skill in writing about them aptly and precisely.

Multiple choice type questions are generally based on the meaning of specific parts or the main idea of the poem. As choices are provided, the time taken to produce an answer is very little. Many more of them can be done in a shorter time than required by the more traditional types of questions. It is very difficult to write multiple choice, true or false and matching questions that are not misleading. All the hard work is done in advance. It takes longer to set a test with such questions. It is much easier to mark such a test than one full of mistakes made by the students. There is very little error in marking such items. So the marking is fair and free from personal bias.

Now let us discuss some qualities of a good test of poetry and begin with validity. Every question paper is set to test some specific objectives through a definite content area. Every question or item of which the test is made up should actually test whatever it sets out to test. This is not always necessarily the case either because the author of the test has not correctly identified a problem to test, or because the question he produces tests something quite different from what he intended. The relationship of a test with the syllabus and teaching objectives makes it valid. To ensure high validity, it is desirable that the question paper has a wide coverage of both objectives and content, as is practicable. If the test is found to be based upon a sound analysis of the skills we wish to measure and there is sufficient evidence that the test scores correlate fairly highly with the actual ability in the skill areas being tested then we may feel reasonably safe in assuming that it is valid for our purpose.

Another quality is consistency with which the test measures the proficiency of the candidate. It is called reliability. The test scores of a group of students should be stable and the results the same even if the time and place of testing change. A test cannot measure anything accurately unless it measures consistently. The precaution such as clarity of language, specificity of the answer required, definiteness of instructions regarding scheme of marking, are essential to ensure high reliability of a question paper. Two somewhat different types of consistency or reliability are involved- reliability of the test itself and reliability of the scoring of the test.

Yet another characteristic of a good test is its practicability which is the degree to which the test can be successfully used without undue expectation of time and energy. Practicability has three aspects-economy of money, time and energy, administrability and scorability. A test should be easy to give and score. A good example of practicability in testing of poetry is the difficulty in using test which involve oral performance of the students, especially, individually and separately.

If the test is to mean anything it should discriminate well. Discriminating power refers to the success of a test in spreading out the students of a given class over a wide range of marks. It aims at finding out small differences in achievement. One way of ensuring this is to include a certain proportion of easy, moderate and difficult questions or items.

Closely related to discriminating power is another term called 'Difficulty Value' which means the extent to which the students fall short of achieving correctness of response to the test items. Questions are to be framed at different difficulty levels. Questions for average students should preponderate, while there are to be some easy questions which most of the candidates can attempt. Some difficult items which can be answered only by the intelligent and above average students should also find a place.

References

Alaghbary, G.S.S.A. *Teaching English Poetic Text to Yemen Undergraduates- A Stylistic Approach*. Ph. D. Diss. Chandigarh: Punjab U, 2008.

- Bateson, F.W. *English Poetry: A Critical Introduction*. Longman: London, 1971.
- Brumfit, C.J., and R.A. Carter. *Literature and Language Teaching*. Oxford: Oxford UP, 1987.
- Collins, Billy. "The Companionship of a Poem." *The Chronicle Review* 23 November 2001.
- Elainet, Showalter. *Teaching Literature*. Oxford: Blackwell, 2003.
- Kenner, Hugh. "Reading Poetry." *Teaching Literature: What is Needed Now*. Ed. James Engell and David Perkins. Cambridge: Harvard UP, 1988.
- Maxwell, R.J. and Maryjordan Meisert. *Teaching English in Middle and Secondary School*. New York: Machmilan, 1993.
- Perloff, Marjorie. "A Dialogue on Evaluation in Poetry." *Professions, Robert Van*. Ed. Donald E. Hall. Urbana and Chicago: University of Hallberg, Illinois P, 2001.
- Rajan, R.S., ed. *The Lie of the Land: English Literary Studies in India*. Delhi: Oxford UP, 1993.
- Richards, Jack C. *The Language Matrix*. Cambridge: Cambridge UP, 1990.
- Sood, S.C. *New Directions in English Language and Language Teaching in India*. Delhi: Ajanta, 1988.
- Sweetkind, Morrissette. *Teaching Poetry in the High School*.

Neuro Linguistic Programming and English Language Teaching

Tarana Parveen

The aim of this paper is to suggest the application of Neuro Linguistic Programming (NLP) to help English Language students to increase their potential by improving self expression and determination. NLP is relatively new technique in English language teaching. NLP is a strategy beyond conventional methods of teaching. NLP does not concentrate on diagnosis, treatment, and assessment of mental and behavioral disorders but focuses on helping learners to overcome their own self perceived and subjective problems. Today it is a recognized mode of psychotherapy in U.K. NLP has become a lucrative industry today with a number of Practitioner Training Programmes using different strategies and duration.

NLP was developed in 1970's by Richards Bandler and John Grinders. Originally they conducted a research on patterns and beliefs of excellent psychotherapists who were achieving outstanding results in their fields. NLP is seen as a technology, methodology and epistemology. As a technology it has a collection of frameworks, tools and techniques. NLP is based on the idea that we can perceive only a small part of the world with our senses; it is actually our experiences, beliefs, values, assumptions which forms our perception of the world. Actions and feelings of an individual are guided by his own perceptions of the world which is different from real world. This individual perception of the world is called his or her 'map' in NLP. According to NLP, our mind-body (neuro) and our language (verbal and non verbal) all interact to form our perceptions of the world called maps or programming. Every individual feels, acts and behaves according to his 'map of the world. NLP teaches that language and behaviors are highly structured and can be modeled

or copied. A person can model the successful parts of his own behavior and reproduce it in areas he is less successful.

Thus NLP has helped students to express themselves efficiently and accurately. According to NLP, each person processes and stores information differently known as representational systems. A teacher applying NLP knows about the representational system of the students and matches his needs. It is an approach that aims to enhance the effectiveness of communication and facilitate learning and personal development.

NLP - Introduction and History

Neuro Linguistic Programming (NLP) helps English Language students to increase their potential by improving self expression and determination. NLP is a relatively new technique in English language teaching. NLP is a strategy beyond conventional methods of teaching. NLP does not concentrate on diagnosis, treatment, and assessment of mental and behavioral disorders but focuses on helping learners to overcome their own self perceived and subjective problems. Today it is a recognized mode of psychotherapy in U.K. NLP has become a lucrative industry today with a number of Practitioner Training Programmes using different strategies and duration.

It describes the process of how personality creates and expresses itself. The phrase NLP or Neuro linguistic programming is formed from 3 distinct words Neuro, Linguistic, and Programming.

Neuro refers to the brain and the neural network that feeds into the brain. The nervous system consists of neurons or nerve cells which form units responsible for sending, receiving, and storing signals that add to our information. Here our experiences are received and processed through our five senses.

Linguistics refers to the verbal and non-verbal content or signal, which we receive in the form of language that moves through these neurons. Programming consists of the manner in which the signal or content is manipulated to convert it into useful information. The signal is directed, sequenced, changed or converted on the basis of some prior experience

by the brain into thinking patterns and behaviours that are the essence of our experience of life. In fact programming describes training oneself to think, act and speak in new ways.

1. In the Oxford English Dictionary NLP has been defined as “a model of interpersonal communication chiefly concerned with the relationship between successful patterns of behaviour and the subjective experience (esp. pattern of thought) underlying them” and “a system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behavior.”
2. NLP began in the 1970's by Richard Bandler and John Grinder at the University of California as a thesis project. Bandler was student of university; he was transcribing taped therapy sessions of Fritz Perls, originator of gestalt therapy. He met John. Grinder an assistant professor of linguistics and shared with him the idea that Fritz Perls recognized particular words and sentence structures of his patients which made patients accept his positive suggestions. Their aim was to develop models of human behaviour to understand why some people were excellent at their jobs while other found the same tasks challenging. They studied three successful therapists. First was Virginia Satir, the extraordinary family therapist, who was able to resolve difficult family relationships that many other therapists found very difficult. Secondly they studied innovative psychotherapist Fritz Perls. These two studies resulted in two volumes entitled “The structure of Magic” in 1975 – 1976 in which they have described language patterns characteristic of excellent therapists. The theme of the book is to show that it is possible to analyse and modify the therapeutic methods of Virginia Satir and Perls. Some of the book was based on previous work by Grinder on transformational grammar, the Chomskyan generative syntax that was current at that time. Bandler and Grinder also made use of ideas of Gregory Bateson, who was influenced by Alfred Korzybski, particularly his ideas about human modeling and encapsulated in his oft quoted expression ‘the map is not the territory.

Gregory Bateson a British epistemologist, who made important contributions to many fields, including anthropology and family therapy, introduced them to Milton Erickson an American psychiatrist and founding member of the American society for clinical hypnosis. He was famous for his unconventional approach to therapy. His ability was that he could utilize anything about a patient like his beliefs, favourite words, cultural background, personal history or even neurotic habits to help him change. He was noted for treating the unconscious mind as creative, solution generating and positive. Bandler and Grinder met Erickson on a regular basis and modeled his approach and his work over eighteen months. In 1975-79 they published set of patterns “Patterns of the Hypnotic Techniques of Milton H. Erickson” Volume I (1975) and II (1977) which together form the basis of the so called Milton model, a means to use deliberately imprecise language to able a person to work at an unconscious or somatic level rather than a cognitive level to resolve clinical issues more effectively.

They suggested that effective therapists appeared to match certain language patterns used by their clients. This principle of matching and mismatching can be applied in any context of human interaction, not only to therapy. They matched a client’s use of visual predicates like ‘this is how I see the problem, or I don’t have enough clarity about my situation’ with visual responses like ‘this is how you’re viewing the world,’ and ‘what are you looking for’. Other ineffective therapists would use auditory or kinesthetic predicates in response to the same client statements like ‘what I’m hearing you saying is’, or ‘that feels like a hard place to be’. Bandler and Grinder thus concluded that “one of the systematic things that Ericson and Satir and a lot of other effective therapists do is to notice unconsciously how the person they are talking to thinks, and make use of that information in lots of different ways.

It is based on the idea that we perceive only a small part of the world with our senses. Our experiences, assumptions, values, and biological sensory system, filter our view of the world. Every individual feels and acts according to his own perception of the world, which is different from the real world. Thus individual’s perception of the world is his or her ‘map’. We all have our unique “maps” of reality. Every individual is

a complex and unique mixture of inborn genetic potential and experiences of his or her life. The old ‘nurture Vs nature’ debate in early development of a child has continued for long. It has been proved scientifically that emotional and social development of a growing infant is equally important as his cognitive development and also for his adaptability and success in later life.

If these maps are impoverished and unrealistic then they restrict our choices and result in problems. NLP believes in understanding these internal maps of individuals and recognizing unhelpful and destructive patterns and then modifying or replacing these patterns with more useful or helpful ones, through a number of techniques and it was originally portrayed as a method which the authors called “modeling”. Beginning with studying excellent therapists NLP began as a means of studying how people process information, construct meaning, schemes and perform skills to achieve results. Bandler and Grinder tried to learn and codify “the know – how” and not “know – what” (fact) or “know – why” (science) that differentiated expert psychotherapists from others. They observed that though these psychotherapists differed in style and approach but all had patterns in common that could be learned by others and they were all experts in human communication.

Bandler and Grinder 1979 believed that there are a few behaviour essential patterns underlying successful communication in therapy, business, and sales which are summarized as four main patterns.

1. The ability to set specific goals and outcomes.
2. The behavioural flexibility to attain the specified goals and outcomes.
3. The sensory acuity to be responsive to feedback and to adjust current behaviour and/or goals if it is not working.
4. Self maintenance to be able to monitor one’s internal state and make adjustments needed.

NLP - Tools and Techniques

Modeling

NLP modeling aims to identify what is different about the strategies of experts in a given skill, including internal cognitive as well as behavioural

elements. According to Dilts, 'the objective of the NLP modeling process is not to end up with the one 'right' or 'true' description of a particular person's thinking process, but rather to make an instrumental map that allows us to apply the strategies that we have modeled in some useful way.

Modeling in NLP is a process of adapting the behaviours, language, strategies and beliefs of another in order to "build a model of what they do... we know that our modeling has been successful when we can systematically get the same behavioral outcome as the person we have modeled. A person can either use other models or understand the patterns of one's own behaviour in order to model the more successful parts of oneself.

Teachers are expected to model their teaching on expert or excellent teacher they most admire in order to become excellent teachers themselves. Learners are expected to find successful models for that person they themselves are striving to become. Teachers have to look at what excellent teachers do, how they act and what relationship they have with their students and colleagues, what are their beliefs and how they feel about their work. Second thing is that teachers have to imagine themselves in the position of their admired models. After learning techniques and strategies they are to be put into practice, by sharing modeling techniques with students. The students should be encouraged to share and try out strategies they learn and the project of modeling good learners should be taught to them. NLP asks teachers to mirror what others do well. In NLP modeling is mostly about learner training, especially when learners discover each other's strategies or adopt new study skills for example revisional preparation for examination.

Meta Model

In NLP the Meta model is a set of specifying questions or language patterns designed to challenge as well as expand the limits of a person's model or map of the world. When people speak about a problem or situation, their choice of words (or indicators) will distort, generalize, and delete portions of their experience. The practitioner listens and

responds to their language patterns and helps clients to recover the information that is hidden under their words.

Meta Modeling is a communication model used to specify information in a speaker's language. It consists of categories of questions or heuristics which respond to the words and phrases that reveal unconscious limitations and faulty thinking, challenge linguistic distortion, clarify generalization and recover deleted information which occurs in a speaker's language. The intent is to help learners develop new choice in thinking and behaviour. The practitioner tries to respond to the syntactic form of the sentence rather than the content as for example, if someone said, "everyone must love me," it does not specify particular person and group of people. Examples of Meta Model responses include "which people specifically?" or "all people?" Must show necessity or lack of choice, so a Meta model response might be "what would happen if they did/didn't". Typically questions may be in the form of "what x, specially? How specifically? According to whom? and "How do you know that?"

Milton Model

A follow up to the Meta Model was the author's Milton H. Erickson inspired model called Milton Model. Erickson was known for his use of unconventional approaches, including the use of stories, and for entering deeply in the world of his clients.

The Milton model is a form of hypnotherapy based on the language patterns for hypnotic communication of Milton Erickson, a hypnotherapist. It is the reverse set of the Meta Model. The Meta Model seeks to specify distortion, deletions and generalizations in the language of the speaker, while Milton Model intentionally uses these patterns. It has been described as "a way of using language to induce and maintain trance in order to contact the hidden resource of our personality. It has three primary aspects.

- a. **Rapport Building** : Rapport or Empathy with the client is achieved for better communication and responsiveness. Rapport in an aspect of 'pacing' or tuning into the client's world. NLP propagates mirroring.

- i. **Mirroring:** it is the matching of behaviour of the persons to be influenced or to be influenced by through Mirroring of posture, gestures, facial expressions and breathing and it is practiced in the class room. In order to achieve natural communication both verbal and non-verbal aspects are combined in communication activities. Learners are asked to mirror the behaviour of characters on television before mirroring each other and the teacher.
- ii. **Perceptual Positioning:** It is used in resolving conflicts and disputes and involving a neutral to third party as a mediator. ELT teacher can apply it in a reading or storytelling lesson where one position is occupied by the writer or teller, another by a character, and a third by a reader or neutral observer of events of the story.
- iii. **Pacing:** It is a set of strategies which require the listener to 'time in' accept and correctly state the speaker's point of view called 'pacing' after which the teacher suggests an alternative point of view called 'leading'. Listener mirrors the speaker's behaviour along with accepting an argument. Planning and decision making, listening without response, turn taking are activities useful in this technique.
- iv. **Pacing and Leading:** Pacing non-verbal behaviour (body posture, head position, gestures, and voice tone a teacher can lead the client, while pacing the practitioner just feeds back on the client's current experience.
- b. The conscious mind is overloaded and distracted in order to cultivate unconscious communication. It uses ambiguity in language and non-verbal communication combined with vagueness which is a result of indistinct boundaries of meaning. Unconscious mind prospers when the conscious mind is distracted and it tries to work out the meaning of ambiguities and vaguest statements. Milton model is "a means to use deliberately imprecise language to enable a person to work at an unconscious or somatic level rather than a cognitive level, to resolve clinical issues more effectively.
- c. It is purposely vague and metaphoric for accessing the unconscious mind. A direct suggestion merely states what is wanted, for example

"when you are in front of the audience you will not feel nervous." In contrast an indirect suggestion is less authoritative and leaves an opportunity for interpretation, for example "when you are in front of the audience, you might find yourself feeling even more confident". This example follows the indirect method leaving both the specific time and level of self confidence unspecified. It can be made more indirect by saying, "when you come to a decision to speak in public, you may find it appealing how your feelings have changed." The choice of speaking in front of the audience, the exact time and the likely responses to the whole process are framed but the imprecise language gives the client the opportunity to fill in the finer details.

Representational System

According to NLP experience is processed by the sensory systems or representational systems. People perceive and experience the world through their senses and store information in the mind from senses. There is a close connection between memories and experience. When information is processed in the minds of the people they see images, and hear sounds and voices and process this with internally created feelings. Information is largely processed at the unconscious level. When involved in any task the representational systems of people consisting of images, sounds, feelings and possibly smell, and taste are being activated at the same time. The basic assumption of NLP is that internal mental processes such as problem solving, memory and language consist of visual auditory, kinesthetic (and possibly olfactory and gustatory) representations often shortened as VAK or VAKOG. Each sensory system is a modality and it is like a channel by which a teacher comes to know about the student's representational system. Internal representations have an impact on performance while conversing, reading or writing.

NLP aims at changing behaviour through modifying the internal representations, examining the way a person represents a problem, and building desirable representations of alternative outcome or goals. Bandler and Grinder claimed that the use of representational system

could be tracked by noticing eye movements, gestures, breathing, sensory predicate, and other CUES in order to improve rapport and social influence.

A teacher can use various methods like memory games and then by observing students while they are thinking or noting their eye movements find out their representational systems. A teacher can provide students with an exercise to help them discover their own representational systems.

Teachers cannot influence the storage of material but can only influence the use of it by the students. This can be rectified by developing students awareness of their representational system. From this they can consciously select and use words and expressions in English which match with the way they process and store information.

A trained teacher can find out about the representational system of the students by other means which they unconsciously reveal through eye movements, behaviour, and traits, in both verbal and non-verbal communication. According to Revel and Norman 1997, eye movements reveal how we process information in the following manner.

Eye movement	type of processing
1. Looking up and either left of right	visual
2. Looking to either sides	olfactory
3. Looking down to either side	kinaesthetic

It has been said that ‘the key to lesson planning is knowing exactly what you want to achieve and marrying that with what students want to achieve.

Preferred Representational Systems

The term PRS refers to the system we rely on for experiencing the external world whereas lead system is the preferred system for accessing internal information, that is remembering or imaging. Originally majority of NLP researchers (as published in the journal of counseling psychology) in early 1980’s who focused on NLP believed that most people have a PRS and preferred to process information primarily in

one sensory modality. This could be ascertained by external cues such as the direction of eye movements, posture, breathing, voice tone and use of sensory based predicates. While some NLP training programmes and books still features PRS, many have modified or even dropped it. Bandler himself de-emphasized its importance.

A New Code of NLP has been developed in which John Grinder emphasizes individual calibration and sensory acuity, precluding such a rigidly specified model as the one described above. Direct response to sensory experience requires an immediacy which respects the importance of context. Grinder himself stated in an interview that a representational system diagnosis lasts for about thirty seconds only.

Sub Modalities

They are fine details or the subtle nuances of modalities, which define the characteristics and properties of the information coming from each sensory channel.

Modalities Sub modalities

- Visual - Brightness, colour, black and white, fuzzy, clear, motion still degree of transparency.
- Auditory - fast, slow, tempo, rhythmic, loud, soft, tin can/ stereophonic.
- Kinesthetic - texture, rough, smooth, temperature, impact, duration, subtly.

In the late 1970’s the use of visual imagery was common in goal setting, sports psychology and meditation. Our experiences and memories can be changed by adjusting the sub modalities and pouring different meanings into our brain which changes our experience. Clients are cured of problematic habits and phobias, compulsions and addictions by replaying old patterns in new ways by adjusting sub modalities. A typical change process involves manipulating the sub modalities of internal representations. A person who sees his future as ‘dark and cloudy’ with associated emotions is made to feel it as ‘light and clear’ through NLP.

Swish Technique

A number of new techniques resulted within NLP inspired by the work with sub modalities. One of them is the Swish technique or pattern. A positive alternative to the unwanted habit is first decided which may be representation of self, resourceful and happy. The internal image of unwanted behaviour is shrunk to a small and manageable size while the desired or self image is made brighter and larger than normal, and is used to reduce unwanted habits. The process involves disrupting a pattern of thought that leads to an unwanted behaviour, this results in leading the person to the desired alternative. In the process the trigger or 'cue image' which leads to unwanted behaviour pattern is visualized. If we imagine the cue image to be that of a smoker's hand with a cigarette moving towards his face, then this image is switched a number of times with a visualization of a desired alternative, such as a self image looking resourceful and fulfilled. The Swish is tested by having the person think of the original cue image that used to lead to the undesired behaviour, or by presenting the actual cue such as a cigarette to the client, while observing the responses. If the client stays resourceful then the process is complete.

Anchoring

It helps in motivation and maintaining positive attitudes to learning. It is a process by which a particular positive state or response is associated (anchored) with a unique anchor. NLP teaches that we constantly make anchors (associations) between what we see, hear and feel in our emotional states. A mental image is formed by the process of achieving something mentally or physically and this state is anchored by a gesture, expression or body movement which is repeated to maintain or recall the state. An anchor is most often a gesture, voice tune or touch but could be any unique visual auditory, kineasthetic, olfactory or gustatory stimulus. If a person is exposed to a unique stimulates (sight, sound and touch) then a connection is made between the emotion and the unique stimulus. If the unique stimulates occurs again, the emotion state is triggered. In an ELT class room some teachers subconsciously opt for

different positions to carry out certain actions like giving instructions, teaching grammar or telling a story. In ECT, this is a type of anchoring by which students automatically come to know what is going to happen next and prepare themselves for it.

Reframing

Reframing is a process whereby an element of communication is presented so as to transform an individual's perception of the meanings or "frames" attributed to words, phases and events. Jokes, fairy tales and most creative ways of thinking are based on reframing.

Examples of reframing are observed in children's literature. Pollyana would play The Glad Game whenever she felt depressed about life, to remind herself of the things she could do and not worry about the things she could not. According to Alici Mills reframing occurs in Hans Christian Anderson's story of The Ugly Duckling where to his surprise when the beautiful creatures accept and welcome him, he gazes at his reflection and sees that he too is a swan.

Six Step Reframe

It is an example of reframing. It involves distinguishing between an underlying intention and the consequent behaviour adopted for achieving the intention by different and more successful behaviour. It is based on the ideas that all behaviours including those which are unwanted and counter productive in other ways have a positive intention behind them. This staged process is used to identify the intention and create alternative choices to satisfy that intention. A teacher would seek for a positive intent even if a learner disagrees strongly or comes late or dominates discussions.

Ecology

It shows the relationship between a client and his natural, social and created environments. It also studies how a proposed goal or change might retreat to his or her relationship and environment. The client's relationship with self as a system and with others as sub systems that interact in taken into account. Therefore it is important to take into

consideration the consequences on the system as a whole when someone considers a change.

Congruency

It is achieved when there is a watch between verbal and non-verbal communication. Congruency here may have a language learning parallel in the concept of fluency, suggesting that non-verbal communication should be taught alongside functional language and phonology in order to achieve natural language production.

Parts Integration

Creates a metaphor of different aspects (parts) of ourselves which are in conflict due to different goals, perceptions and beliefs. It is the process of identifying these parts and negotiating with each separately and together, with the goal of resolving internal conflict. This technique appears to be modeled on 'parts' from family therapy and has similarities to ego state therapy in psychoanalysis in that it seeks to resolve conflicts that constitute a "family of self" within a single individual.

VK/D

Stands for visual/kineasthetic dissociation. This technique helps to dominate bad feelings associated with past events by re-running (like a film, sometimes in reverse) as associated memory in a dissociated state. It combines elements of Ericksonian technique spatial sorting process, from Fritz Perls, reframing and changing history techniques.

Metaphor

It ranges from simple figures of speech to allegories and stories. Its aim is to communicate with the unconscious to find out and challenge basic assumption of learners. It is combined with the Milton model to create a story which may operate on many levels of conscience.

Conclusion

NLP has been called by some as a quasi science. Its class room applicability and commercial marketing as a method of self improvement has been looked upon skeptically.

According to Zorica Antic NLP is not merely a language teaching method but "it is a humanistic philosophy and a set of beliefs and suggestions based on popular psychology, designed to convince people that they have the power to control their own and other people's lives better and practical prescriptions on how to do so. NLP practitioners believe that if ESL teachers adopt and use the principles of NLP, they will become more effective teachers."

Through NLP is eclectic its world view is considered to be constructivist. NLP and ELT are complementary because NLP learns by observing communication patterns and ELT learns from what NLP suggests as best practice in improving interpersonal communication and therefore learning.

References

- Bandler, R., and Andreas, S. eds. *Using Your Brain for a Change*, 1985.
- Bandler, Richard, and John Grinder. *Frogs into Princes: Neuro Linguistic Programming*. Moab, UT: Real People P, 1979. 10.
- . *Reframing Neurolinguistic Programming and the Transformation of Meaning*. Moab, UT: Real People P, 1983. Appendix 11. 171.
- . *The Structure of Magic: A Book about Language and Therapy*. Palo Alto, CA: Science and Behaviour, 1975. 6.
- Broadly, E., and Biedermann, H.T. "Bandler and Grinder's Neurolinguistic Programming." *Psychotherapy: Theory, Research, Practice, Training* 22.1 (1985): 59-62.
- Cannor, Joseph O' and John Srymour. *Introducing NLP*. 1990. London: Harper Collins, 2002 <<http://www.reiters.com/index.cgi?ISBN>>.
- Delts, R.B. *Modeling with NLP*. Capitola, CA.: Meta, 1998. 30.
- Delts, Robert B., and Judith De Lozir. *Encyclopedia of Systemic Neuro Linguistic Programming and NLP*. New Loading: NLP U P, 2000 <<http://www.nl.puniversitypress.com/>>.
- Denilly, G.J. "Power Therapies and Possible Threats to the Science of Psychology and Psychiatry." *Australian and New Zealand Journal of Psychiatry* 39 (2005): 437 – 59.

- Grinder, John, and Suz Elgien. Rev. of *A Guide to Transformational Grammar: History, Theory Practice* by Frank H. Nuessel, Jr. *The Modern Language Journal* 58. 5/6 (Sep. – Oct. 1974): 282-3.
- Mills, Slice. "Pollyanna and the Not so Glad Game." *Children's Literature. Storrs* 27 (1999): 87-104.
- Neurolinguistic Programming. *Oxford English Dictionary*. 2003. 23 January 2009.
- Revel J. and S. Norman. *In Your Hands: NLP in ELT*. London: Saffire P, 1997.
- Rylatt, A., and K. Lohan. *Creating Training Miracles*. Sydney: Practice Hall, 1995. 121.
- Zahourek , Rothlyn P. "Utilizing Ericksonian Hypnosis in Psychiatric Mental Health Nursing Practice." *Perspectives in Psychiatric Care* 38.1(Jan. – Mar. 2002): 15-22.
- Zorica, Antic. "Neuro Linguistic Programming – The link between Medicine (Neurology) and Language Teaching." *Fecta University series: Medicine and Biology* 13.2. 123-6.

English Language Teaching at Undergraduate Level in Gujarat: Issues and Strategies

A K Patel

Usha Manjunath and Kathyayani Venkatesh note in English Language Development; "The importance of English language learning cannot be overstressed. It is the official language of 63 countries and unofficial second language in many countries. Nearly one billion people around the world have some knowledge of English either as a native language or as a second/ foreign language. Except for certain regions in the world, English is the predominant language of international commerce" (Manjunath and Venkatesh 1).

Indeed the importance of English is great. Various methodologies and approaches have so far been introduced in schools and colleges in Gujarat to teach English as a second language. English language teaching in schools and colleges in Gujarat in the past has relied on the traditional methods of teaching including the **Pathmala** that included parts of speech and their learning through grammar translation method and the grammar-book of Wren and Martin. The focus in schools and colleges in Gujarat has been on learning a few grammatical items like articles, tenses, parts of speech, conjunctions, active and passive voice and use of direct and indirect constructions. The greatest drawback of learning English in focusing on a few grammatical items was that English itself was cut to pieces as an object of dissection and the aspect of English as a living language was greatly ignored. The grammar-translation method in which the idea of "English through Gujarati" had been dominant was a traditionally recognized method of learning English during the past several decades in Gujarati schools and colleges. Last five decades of the twentieth century in Gujarat have witnessed teaching and learning of English on the traditional method.

But today, the scenario has changed along with the change in the global scenario. The spread of globalization has indeed awakened Gujarati learners who had so far felt a sort of aversion towards English or who were either reluctant or slow in learning English. The importance of English as a language to be spoken and understood not only in European countries, but also in other parts of the world is newly felt in Gujarat which is one of the important business centers in the country. The liberal policies of England, America, Australia and Scotland now attract Gujjus who want to settle for a few years in the foreign countries or to be green card holders in the foreign countries. That a fresh interest in learning English has taken place in Gujarat can be evidenced by mushrooming English Medium Schools and Colleges and classes of Spoken English in big centers like Ahmedabad, Baroda and Surat and in small centers like Patan, Mansa and Himmatnagar. Gujarati Publishers who earlier viewed books on English only as things pertaining to a few or to schools and colleges only, now find a big market of them in Gujarat and try to attract and invite English teachers and professors to write books on English language and grammar. Factors for this fresh interest in English are indeed many; career at home and abroad, business enterprises, transaction with the global market, possibilities of e-commerce and migration to the foreign countries are some of the outstanding factors for the revival of interest in learning English in Gujarat.

In Gujarat where English language is today comparatively more carefully and enthusiastically taught and learnt than yesterday, teaching of English at Undergraduate level indeed invites special problems. Obviously the interest has revived, but the problems are old. Perhaps the greatest problem is that of grammatical structure in Gujarati language that affect the English teaching-learning process in classrooms. The sentence patterns, preposition, idioms and proverbs in Gujarati affect the classroom teaching. For example, while in Gujarati a simple sentence follows SOV pattern, it becomes a bit difficult for a Gujarati learner to follow that a simple sentence in English follows SVO pattern. Gujarati prepositions to a great extent differ from English prepositions. A Gujarati learner of

English therefore finds difficulty in correctly learning the prepositions like “in”, “on” and “by.” While in English it is “in his face”, it is “on his face in Gujarati” and while it is “by bus in English”, it is “in bus in Gujarati”. Idioms are always culture specific. So, a Gujarati learner would not be able to understand the English idioms like “To sham Abraham” and “Barmecide Feast”. Similarly, proverbs have cultural colour and so a Gujarati learner of English would not easily understand English proverbs.

Accepting the limitations of grammar-translation method, newer strategies could be thought and successfully executed in classrooms for effective teaching-learning process. To quote Meenakshi Raman: “Dedicated teachers are always eager to the basic question of what to teach and how particularly in this age of information explosion”(Raman 12). In an age of globalization where everything is developing very fast, the aspirants of the green card want to learn communicative English faster and effectively without bothering too much about grammar and want to pass IELTS and TOEFELS in order to settle in European countries. Away from the stereo-typed methods of teaching tenses, articles, prepositions and other grammatical items, it would be more interesting and effective on the teacher’s part to teach English through literature, especially through fables, stories and poems. The advantages of such teaching in classrooms are many especially in a state like Gujarat where English is mystified as too far off a subject or too heavy a language. The classroom teaching would be very interesting if English is taught through fables, stories and poems. It would be interesting to quote Joanne Collie at this point: “One of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about the fundamental human issues and which is enduring rather than ephemeral. Its relevance moves with the passing of time, but seldom disappears completely” (Collie 3).

Fables have their own advantages in classrooms. First, they provide ready-made story structure to the listeners and help raise the interest of the students to the level of curiosity. Telling a fable is an art; it includes

besides words and their pronunciation narrative art, suggestiveness, tonal variations and important ethical-religious message. If telling of fable is an art, then to receive it in its proper spirit is also an equally important art. It includes besides understanding of vocabulary interpreting and understanding of the message latent in the fable. Fable thus includes speaking and listening. Discussions on the fable would broaden the understanding of the learners of life and world at large. Similarly, stories have their own advantages in classrooms. It is a test on the part of the storyteller to what extent he/she succeeds in maintaining the interest of the listeners throughout the story. On the part of the listeners they have to give their ears to the story, have to fill the gaps in the story through their imaginative faculty and have to grasp the story in its totality. The task of creating a story assigned to individual students and to a group of students would not only expose them to newer words and sentence patterns, but also would open their creative faculty. Telling, listening, reading and writing stories would sharpen the communicative skills of the learners. Similarly poems recited with proper rhythm and intonation would not only create fresh interest among the learners, but would sharpen their linguistic skills also. If language is understood basically as a means of communication, then language learning through fables and stories would not only train the learners in their linguistic skills and creative powers, but also would expose them towards the communicative skills. The tension on students' part of learning something too heavy would automatically lessen and their originality of thought and spontaneity of expression in learning process would emerge out. They would effortlessly learn not only English language gradually becoming aware of its grammatical items, but also would get knowledge of life, nation and world at large. Carefully thought of and introduced strategies in classroom teaching would open new vistas of knowledge and creativity and would bring brilliant results at undergraduate level. It has been observed by teachers teaching at Undergraduate level that fables and stories in classrooms are more fruitful than the traditional method of teaching English focusing solely on the grammatical items.

Teaching of fables and stories would lead the learners to the four skills of communication—speaking, listening, reading and writing. For speaking these pointers are important:

The teacher needs to be a model in quality speaking activities.

The learners must be provided numerous opportunities to choose their fables and stories for oral communication.

The learners need chances to appraise their progress in oral communication.

Peers working together may assist one another in speaking activities.

The learners may be encouraged to tell fables and stories that share in common.

Use of appropriate gestures, facial expressions and body movements of the speaker must be emphasized

Listening itself is a very fruitful activity for the learners. These are the important objectives in listening.

- (a) To recall the main ideas and summary statements.
- (b) To attach meaning to content presented by the teacher or others.
- (c) To listen creatively with novel ideas.
- (d) To develop adequate background information so that goals in listening can be realized to their optimum.
- (e) To diagnose one's own difficulties in listening and try remedying these deficiencies.
- (f) To listen attentively the opinions, interpretations, ideas of other students regarding the presentation.

Reading brings a learner closer to language. Reading tasks assigned by the teacher to learners indeed help them in a number of ways.

- (a) It gives the learners the opportunity to develop as individual readers.
- (b) It gives the teacher opportunity to observe individuals as they process towards new stories.
- (c) It gives the learners enjoyable experiences in story reading.

- (d) It develops abilities for independent reading.
- (e) It helps the learners learn how to introduce stories to themselves.
- (f) It gives the learners opportunities to develop strategies in reading activities.

Writing develops not only originality of thought but also delicacy of expression among the learners especially when it comes to writing stories. These points are very important in writing skill.

The learners must be given freedom to write a story on the character / theme/ idea they love to write.

If need be, points could be given to the learners.

After oral presentation of a story, the learners may be asked to retell the same story in their words.

Descriptive power of the learners could be thus developed.

A sense of systematic presentation of idea can be developed.

The learners, while writing a story come across literary elements such as character, plot, incidents and themes. From the writing of stories, the learners can be led to other forms of writing such as reports, letters, interviews, memorable incidents of life, celebrations of various festivals and so on.

The value of teaching poetry in English language at the secondary and the college level is immense. It leads to an all round development of the whole personality of pupils, particularly the emotional, imaginative, the intellectual, aesthetic and intuitive sides. By teaching them the best poetry that is within their reach we are giving our pupils a means of emotional expression and aesthetic perception in a state of heightened awareness and sensitivity, that is generated by striking imagery, rhythm, rhyme, and devices of pattern and arrangement.

The aims of teaching poetry can be summarized as follows:

- (a) To enable pupils to enjoy a poem.
- (b) To enable pupils schools and colleges to appreciate a poem, i.e.
 - (1) to appreciate the subject-matter, (2) to appreciate the images

that present the experience, and (3) to appreciate the music of rhyme and rhythm.

- (c) To enable the pupils to develop their imagination and through that the very roots of mental life.
- (d) Our aims should be to give pleasure and thus to lay the foundation for an appreciation of English poetry which may come latter.
- (e) The poem should leave the child with a sense of satisfaction that comes from play, from absorption or from any spontaneous activity.
- (f) The aim of teaching poetry is not so much to improve the child's knowledge of English as to add to his joy and increase his power of appreciation of beauty.

No uniform method can be laid down for the teaching of poetry. Each poem has to be treated individually. The teacher should give an appropriate introduction to arouse the interest of the pupils and to create the proper atmosphere for the poem which he is going to teach. The introduction differs for every poem and depends on subject-matter. If the poem describes the life of the poet, it requires a biographical sketch of the author. In case the poem is historical, introductory talk should be about its historical background. After introducing the poem, the teacher should read it aloud. This is an important step because the message and beauty of poem can be conveyed to the pupils only when he reads it well. The medium of poetry is music; the subject-matter is emotion. It is necessary that the teacher should read or recite the poem with correct pronunciation, intonation, phrasing, rhythm, and proper gestures. The teacher should not read the poem only once, but twice or thrice.

After reading poem the teacher should ask two or three students to read it. He should help to recite it with effect, caring about their pronunciation, intonation, rise and fall of the voice. This will enable them to feel the music and beauty of its language. When the pupils finish the reading of the poem, the teacher should come to the study of poem. He should explain the difficult words but his explanation should be so much clear as may enable the pupils to have a general understanding of the poem. While making a study of the poem, he should

point out its beauty and force, clear the references involved, bring out the beauty of the figures of speech and throw light on the ideas involved.

In this way teaching of poetry would develop reading, listening and speaking skills of students at undergraduate level.

As a part of strategy the government of Gujarat is putting all efforts to improve English language teaching at undergraduate level. First of all, it has established 250 Digital English Language Laboratories in the colleges across the state. Each college is given 25 computers in these labs, where English is taught through computers. In these language labs, three types of courses are offered in these computerized labs. These are: (1) Foundation Course level – I, (2) Certificate Course Level –II, (3) Diploma Course Level –III. The courses are designed by H.M. Patel Institute of English Training and certification is done by Dr. Babasaheb Ambedkar Open University.

In addition to these courses, the government has established SCOPE (Society for Creation of Opportunity through Proficiency in English) course at schools and college level under the guidance of Commissioner of Higher Education. There are many renowned professional institutions for teaching spoken English to the students in big cities and town places.

Experiences of teachers in Gujarat have been encouraging while English is taught through literature—fables, stories and poems. The learners learn enthusiastically and show keen interest in the ethical, social and cultural content these literary forms carry within them.

References

- Collie, Joanne. *Literature in the Language Classroom*. Cambridge: Cambridge UP, 1987.
- Manjunath, Usha, and Kathayani Venkatesh. "English Language Development and Academic Performance in a Multi Linguistic Context." *English Language Teaching*. Delhi: Atlantic, 2004.
- Raman, Meenakshi. "Using News Media in ELT Classrooms at the University Level." *English Language Teaching*. Delhi: Atlantic, 2004.

Why don't Learners Learn When Teachers Teach them: A Case Study of ESL Learners of Kota (Rajasthan)

Abha Singh

Today, India is well recognized globally for its vast talent pool and well-educated professionals, but still there is only a dim understanding what this vast country encapsulates. English as a potent vehicle of communication serves a link language in a multicultural society like, India, and also as a global linguistic mediator. The (un) fortunate historical accident brought English from West to India. And its presence continued in our classrooms and Eco-Socio-Political; and Cultural discourse for different reasons demands re-thinking of its role and position.

India is a vast nation and in terms of number of English speakers, it ranks third in the world after the USA and the UK. An estimated 4% of the total population use English and even though this may seem like a small number that is about 40 million people. This small segment of the population controls domains that have professional and social prestige.

English has been progressively gaining ground over the years. Regarded as a 'neutral' language for wider communication and the language of technology, modernity and development English is also a social status symbol. Parents see English medium schools as a way of pushing their children up the social scales. It is however ironic that even though English enjoys a high status in the wake of globalization, its teaching and learning of oriented is no longer sustainable.

The population of learners of ESL continues to increase more rapidly than native English. English presents a number of issues to non-native speakers. It's grammatically unlike other languages even those from which it has borrowed large vocabulary groups and possesses a number of irregularities understanding these features of English may help the

non-native speakers. Why learning English can be so difficult. One problem with learning English is that is not directly related to many languages. English relies heavily on word order to convey meaning, while many other languages rely on case systems that show relationships between words with noun-pronoun-adjectival endings and so on. The main difficulties for learners are grammar, pronunciation, vocabulary (esp. active), and difference between spoken and written English.

How often do teachers feel that in spite of their best shots and efforts their learners of language are not making the progress and not up to the mark at the end of their teaching. Most second/ foreign language teachers devote enormous amount of energy to teaching their learners/ students the target language by using various methods and methodologies, which have been suggested, by language's grammarians, linguists, scholars, and researchers. They use the best methods and aids to make remarkable growth of learners but don't get expected good result. Somewhere, something is missing, Where, What, Why? There are so many questions roar in our mind.

You know why car's front glass is so large than the rear view mirror is small? Because look ahead with bigger view and move on, so now this is not the end line of the development and this is not the time to criticize the teaching methods, designs, approaches or disability of learners. This is the time to imbibe new definition of teaching/learning English.

As I estimated through my research good learner should be (self) motivated to learn English, Proficient and good language skills, interested and inquisitive about learning, confident and calm, sincere and hardworking, also actively participates in / outside the class, does practice daily, takes criticism in positive manner to move forward, analyses his own performance, learns sake of learning and last but not the least have ability to cope up with defeat of failure with competitive attitude.

Here I discussed the features of good learners. But in India learning is surrounded by exam-oriented system. This phobia neither makes to do work to learners nor teachers. Learning creates lifelong learners out of students and teachers. The Indian teach system is based on exam orientation, which encourages rote learning at the cost of real long -

distance swimmers in the ocean of knowledge. Even Learners themselves don't want to leave the temptation of English learning because now the world is survival of the fittest, and they don't want to leave the temptation of traditional translation method from native language to English and this creates the main hurdle in their learning, as well teacher feels helplessness.

My present work adopts experimental method for describing the main problems of learning why they don't learn and prescriptive method prescribing measures. The questionnaire is one of the important sources of data elicitation for study; I prepared a questionnaire for adolescent learner of English. In it 20 questions were given them to analyze the various aspects of their learning English, and a question to see their (learners) competence of English and detect their feeling(s) towards teacher's teaching. For this experimental work data was collected on a sample of 55 adolescent students at the age group of 16-19 years from Private/Government School/College of Kota, from RBSC board.

Question No.	H/G/A	M/A/S	L/P/N
1	2	51	2
	23	31	1
3	17	31	7
4	36	18	1
5	20	31	4
6	42	11	2
7	42	13	0
8	25	28	2
9	1	24	30
10	4	35	16
11	6	35	14
12	22	28	6
13	3	39	3
14	42	12	1
15	28	26	1
16	34	19	2
17	12	37	6
18	28	18	9
19	1	41	13
20	45	8	2

View the given table and chart carefully. Where o-x is the questions list and o-y indicates the percentage of learners' performance according to asked question. In it we will find that 65% ESL learners are very highly interested and eager to learn English, 70-92% learners think that they are average in general proficiency in English and good language skills. Among them only 56% are confident, hard working-sincere, (Self) motivated for learning English as second language but not always sometimes. Whereas only 22% ESL learners do practice (written/spoken) daily positively and 67% do sometimes but not regular with it. It means maximum numbers of learners are very inquisitive about learning second language but they don't put required effort that is one of the prominent reasons of not learning. They seek short cut and want big result(s). And 25% have high public fear and 63% speak sometimes but scar too. And 50% learners learn sake for examination not for the learning and rest half have mingle opinion that sometimes they do for examination and sometimes for learning. Their interaction in learning language in or outside the class is poor. More than 54% students sit silent like dummy in the class are few among them if interacts in/outside the class speak few general sentences like "How are you?, Where are you going? ,Ok, fine" etc. They don't use very constructive sentences in their routine speech. Though 76% learners take their criticism in language class in highly positive manner. But up above these measuring data the main hurdle is the translation from mother language to target language while making sentences of 82% ESL learners. Apart from that it is appreciable that 55%-65% have competitive attitude and ability to cope up with defeat of failure.

I also observed the present status of learners through a descriptive question to write which qualities they want in their teacher. By this I marked that maximum numbers of students think that they are average in language skills and proficiency. But those learners were not able to write few correct sentences in English. Few of them wrote in their mother tongue (Hindi) because lack of suitable jargon and grammar, most of commit grammatical and spelling mistakes. So through the descriptive question I marked that most of them are below average in

performance. It might be possible that they marked these parameters because they did not want to put themselves in poor category. So here it is the task for teacher to mark the status of learners' in-group.

I got a major difference of opinion here that the survey/experiment is being done in Govt. College's students of B.A. 1st Year want their teacher must teach them in English to Hindi only and just opposite opinion have of 12th class students of Private School (Maa Bharti Vidya Bhawan,Kota) that their teacher of English must teach them throughout in English only. I am not going into the depth of these kinds of differences because it is the separate vast topic to research upon. But I would like to say that there is some major differences in the execution of the plans and the strategies in teaching in private and govt. sector.

Along with the above discussion I would like to suggest the essential 3W for learners and 4W factors for teacher. ESL learners themselves justify the 3W factors of learning i.e. why, what, and how to learn. Teacher can help them to decide. I will suggest that let them decide the objective(s) of learning whether (1) for exams only or (2) developing learning skills. They should clear the objective(s) in their mind that what you are trying to achieve at the end of the course. First objective will give them short-term success and fulfills immediate needs, and if they will concentrate upon the second objective, will make them learn everlasting developed language skills. The dilemma for the students is what to learn? Should we learn grammar rules first or communicative language or something else? Learners seek for the best material for learning. Here I would like to mention that today the focus in language learning has shifted to skills development. So in the both cases teacher plays very important role. The sources and material choice vary person to person, but I will suggest the current and trendy materials of learning like English - news papers, journals, movies, internet surfing etc.

Well we talked about why and what now the turn of execution how to learn or use material properly. I believe learning should not be content based it becomes overburdened it should be learnt as medium of communication as well content situational learning. I'll suggest to ESL

learners begin in which manner they want to begin. Start whatever they want to start with. Read English newspaper, journals (comics, magazine, and short-story), listen English music and news, watch English movies and do speaking practice in a group or alone. One self tried practical method I would like to suggest that stand in front of mirror make eye contact with yourself and start speaking in English whatever you want to speak about without bothering any mistakes and errors (grammar/ pronunciation) and fear. Be regular and sincere with these practices. Definitely it will build up their confidence and improve your grammar and pronunciation as well. And confidence will make you half battle conquer.

Now, turn to talk about teacher's teaching. According to me the role of the teacher should be as a facilitator, creator of learning opportunities, mentor, academician, and instructor and last but not the least friend. Teacher should keep whom, what, why, and how in his mind while teaching. Teacher should act according to the level(s) of teaching. The methods and material should be chosen according to the level(s) of students. To whom (s)he is teaching Primary/ Secondary /Tertiary. When teacher will recognize at which level (s)he has to teach, then they will decide themselves what to teach. I will suggest root teaching rather than rout or rote teaching. Rote teaching means make them learn mechanically or for exams only, rout leaning contains traditional teaching method of lecturing. I think now day's students also are aware about learning with latest updates, so it should be learner centered or I will prefer learning contents/ material centered means what teacher wants to teach them according to the situational requirement. Choose teaching material very carefully. It should be handy/ easy and according to the level(s) of the students and requirement. For their development motivate them to learn and give the outlook that English is 'a window to the world'. Even the main problem with the execution of teaching material. Teachers should make teaching effective with the use of easy methods. It should not be monotonous and overburden for the learners. 'Learn with play' strategy can be used for adolescent learners. And remedial class(es) for weak students can be good option.

A teacher of English has to be able to let students use language. Of necessity, the class has to be more learners centered than teacher oriented. Let play students with language. Make them listen, speak, read and write .Play some language games or task with them, and make the class more interesting and relevant with the use of various teaching materials like poster making. play cards etc.

Some dos and don'ts for Teacher to make teaching effective:-

Dos

- ◆ Motivate learner
- ◆ Help them to use grammar correctly in the context
- ◆ Let them express themselves in whatever language they have
- ◆ Evaluation frequently
- ◆ Encourage them to persevere, even if they make mistakes
- ◆ Develop interest in them for learning
- ◆ Focus upon root learning
- ◆ Play language games in the class
- ◆ Role and situational playing
- ◆ Increase their active vocabulary
- ◆ Encourage them to speak and let them

Don'ts

- ◆ Spoon –feed to learners
- ◆ Interrupt them unnecessarily
- ◆ Give explanation when they can find them out for themselves.
- ◆ Explain grammar rules
- ◆ Teach them to cram/learn English only for exams
- ◆ Follow rout and rote learning
- ◆ Interrupt them

Now I would like to conclude my experimental work with the above suggestions that this presents a unique challenge for teachers as we strive to help these students achieve in learning English language and

academic material specified in our content area but is teacher of English as well. As educators, we must continually reflect on our teaching and update our practice to address to needs of population, placing a strong emphasis on human side of teaching. We must continually focus on these students and find effective ways to arrange their learning to help them to achieve the goal of second language learning. It's important to study English every day. However, don't exaggerate! Study for thirty minutes every day instead of two hours once a week. Short, steady practice is much better for learning than long periods on an irregular basis. This habit of studying English every day will help keep English in your brain fresh.

Appendix

A Questionnaire for ESL Learners

Fill up the following Questionnaire Ranking yourself according to the given parameters; (write 1/2/3 as appropriate) where,

1= High or Good or Always

2= Moderate or Average or Sometimes

3= Low or Poor or Never

Name:

Class:

Name of School/College:

Age:

Mother Tongue:

Date:

- ◆ General Proficiency in English
- ◆ Motivated/Self motivated for learning
- ◆ Confident and calm
- ◆ Interest in learning English
- ◆ Hard working and sincere

- ◆ Takes criticism in the positive manner
- ◆ Inquisitive about learning English as a language
- ◆ Actively participates in English class
- ◆ Talks in English with teacher and class mates
- ◆ Interacts in English outside the class
- ◆ No public fear while speaking in English
- ◆ Analyze his/her own performance
- ◆ Good language skills
- ◆ Takes interest in his/her English class
- ◆ Ability to cope up with defeat of failure
- ◆ Competitive attitude
- ◆ Does practice daily in English (spoken/written)
- ◆ Learns sake of learning not only for cramming the examinations
- ◆ Understood this whole questionnaire without help of native language or anybody else
- ◆ Translation from Native language to English, while making sentence (s)
- ◆ Which Qualities do you want in your English Teacher?

The Sociolinguistic Representation of the Target Language vis-à-vis the Needs of EIL Learners

S K Agrawal

(The paper argues that ESL/EFL teaching in India is based on a traditional, monolithic view of English in which learners are given the impression that there exists one correct, standard view of using English that speakers of all other varieties should strive for is deficient and may not yield desirable results. The need of the hour, therefore, is a more inclusive and pluralistic view of English that has strengths that traditional ones do not have. The curriculum should reflect the changing sociolinguistic profile of the English language, especially English as an international language (EIL). EIL does not specify a particular English variety as there does not exist an internationally accepted and recognized variety for EFL/ESL teaching. Therefore, EIL means the English that enables the ESL/EFL learner to comprehend and to be comprehended by English language users all over the world.)

Kachru writes that each nativized variety becomes legitimate in its context, even when it differs from more widely used varieties.¹ As a matter of fact; the literature on World Englishes suggests that when English is transplanted to a new socio-cultural and sociolinguistic environment, it deviates from its original form in order to become more appropriate in the new context. As a result, there are multiple varieties that can serve as instructional models in EIL classrooms.

In India Inner Circle Englishes are usually presented as the only legitimate varieties. The assumption about which variety is legitimate is reinforced by Indian teachers' preferences for Inner Circle Englishes. Most of the textbooks used in the Indian classrooms also reinforce the Inner Circle notion of English.

Even if Inner Circle variety (i.e. British or American) is selected as the target instructional model, it is important for learners to understand that this English is one of the many varieties they may come across in the future. The neglect of English varieties outside the Inner Circle in the prevailing curriculum may lead to confusion or resistance when students are confronted with an unfamiliar variety. Unfamiliarity may even make one develop negative attitude and lead to lack of respect for such Englishes and their speakers if students see them as deficient rather than different from the American and British English that they are more familiar with. To become more aware of the varieties other than those of Inner Circles, students need increased exposure to multiple varieties of English. This is necessary because increased exposure to different varieties would facilitate better understanding of the multiplicity of form of the target language.

Native like pronunciation is sometimes desirable; it however does not constitute the most crucial aspect of communicative effectiveness. Placing too much emphasis on native like pronunciation can be counterproductive when learners feel embarrassed about their accent and hesitate to use the language for that reason. Through increased exposure to other nonnative English speakers as well as opportunities to interact in English, a curriculum can encourage learners to understand that their accented English can be effective in international communication and can facilitate more positive attitude towards their accent.

To become responsible users of EIL, students need to understand the history, current status, and future implications of the spread of English. Such knowledge would allow students to contextualize better the language and their perceptions of it and to critically examine their role in shaping the future of English in India and internationally.

Practical Ideas to facilitate a better Sociolinguistic Understanding of EIL in India

There are many ways to facilitate a better sociolinguistic understanding of the English language. Some such strategies which enable the learners for the use of EIL are given below:

1. One such way is to provide students opportunities for authentic communication. Students can be exposed to different varieties of English while interacting with people from parts of the world they are not very familiar with. Positive engagement in these interactions would also enable learners to perceive that their English, while accented, can be effective in communicating with other English speakers. Another way to introduce students to speakers of various Englishes is to invite international visitors or residents in the community to class. Short-term exchange programmes can be such means. Visiting and hosting students are curious about each other's lives and use whatever linguistic resources they have to learn from each other, English being the most common mutual language.
2. Secondly, the another limitation of the exclusive representation of an Inner Circle variety of English is that students may think that it is the only acceptable variety and that they may not communicate properly unless they acquire native like proficiency. Local and standardized language exams that are based solely on Inner Circle norms serve to reinforce such assumptions.

This problem can be addressed by redefining the goals of language instruction in terms of communicative effectiveness rather than grammatical correctness based on U.S or British norms and to evaluate students accordingly. This, of course, does not mean that grammatical accuracy is unimportant. However, the required level of grammatical competence should be defined in context, and arguably the native standard is not what most EIL learners need.

These instructions go a long way in making the students realize that native like pronunciation and perfect grammar are not prerequisites for successful communication. Getting feedback on aspects of language learning other than how closely they approximate the language of native speakers not only facilitates the development of communicative competence but also encourages learners to use English in spite of their accents and fosters a more positive attitude towards their own English utterances.

3. There is no denying the fact that textbooks tend to play a dominant role in the curriculum. Most of the textbooks at the college and university level are inner circle oriented. In such a case the duty of a teacher is to raise students' awareness of the increasing role English users from the Outer and Expanding Circles have in shaping the English language. One way to do so is to highlight the plurality of English through classroom discussions on the topics such as "Pronunciation of English varies in different countries and regions" and "English is a World Language", etc. Another way may be to bring in supplemental material which familiarizes students with different varieties of English. Movies, Videos, audio clips and such other materials can be used to facilitate discussion about the place of English in parts of the world that may not be covered by the text books.
4. Cross-references to the courses other than English addressing similar issues can facilitate an awareness of the world and the spread of English. For example, the matter related to British Empire which forms part of either European or world history has direct relevance to the spread of English. A Sociology class may focus on areas of the emerging patterns of social cohesion and the role of English. Courses in contemporary politics cannot avoid such topics as power, peace and international policies; and political, economic and educational divides, which have always formed a subject of debate in the emergence of world Englishes. Making reference to what students learn in other courses would help them anchor the language in its historical and present context.
5. There is a need to sensitize students to the power relationship between English and other languages and to better equip them linguistically for intercultural communication. This can be done by offering other foreign languages. This choice is especially useful in case of minorities; offering instructions in their language helps the students get to know members of their community better.

Such activities are to form part of English curriculum to prepare learners for their future uses of English and better reflect the complex reality of EIL.

References

Kachru, B.B. and C.L. Nelson. "World Englishes." *Analyzing English in a Global Context*. Ed. A. Burns and C. Coffin. London : Routledge, 2001.

Kinesics and Paralinguistics in a Language Classroom

Shweta Sharma

**"We speak with our vocal organs, but we converse with our whole body."
– Abercrombie**

Teaching the communicative skills is not about making ourselves powerful but it is about making the students more powerful to face the challenges of the world. Classroom teaching is conducted through the communication between teacher and students. It is not only what the teacher says in the classroom is important but also how he/she says it, which can make difference to students. As the question arises that, 'What' is to be taught?, then we can answer this that assistances of non-verbal communication are to be taught; but if the question arises 'How' it is to be taught?, then it becomes difficult task to answer this question. Therefore this paper carries the answer for 'how' to teach those skills for better communication. In other words, the 'way' of presenting oneself, acquires a great weight-age. Welbert writes about the values of teaching, "I argue that we can't avoid teaching values...our choice of contents, our choice of teaching methods, our very ways of conducting classes reveal our values and influence our students' reactions." Welbert Mc Keachie also reminds us that, "the objective of a course is not to cover a certain set of topics, but rather to facilitate student learning and thinking."

Non-Verbal messages are an essential component of communication in the teaching process, and can, to some extent, benefit teaching if delivered properly. As stated by Gerry King, "a significant amount of communication occurs through body language. Though we can't see our own, everyone does. If you are saying one thing and thinking another, your body language may well give away". According to Craig; even

when your body gestures are consciously suppressed, numerous “micro-gestures” will be transmitted. For example lip biting and compressing of the lips which displays nervousness and hesitation. Teacher should choose different types of non-verbal communication and use them appropriately in different situations. On the contrary, if teacher uses non-verbal behavior too excessively, then there will be some negative effects. For example if a teacher often nods head slowly to encourage students’ to speak in the class then it will be worthy but if she nods rapidly, it will communicate the students that the teacher is impatient and wants the student to hurry up and finish speaking. So it is important for a teacher to give non-verbal messages in a natural and right way. Teacher should get students to use reasoning and evidence: they should encourage them to think about old problems in new ways, and to re-think ideas that they had not questioned before. Ideally, teachers trigger off conversion even among groups of students who do not normally interact with each other, i.e. in a class of English language teaching where future teachers, lecturers and soft skill trainers sit next to the Professors of English language and Phoneticians or language experts. Hence in this process of teaching English language, non verbal communication is a must to learn and teach the students.

Role of a teacher in a language classroom

The role of a teacher is of a guide, a facilitator, a motivator, a resource person and therefore she is required to have crystal clear concepts. Her behavior is judged on the bases of these qualities. A teacher is always considered by students as a god or omniscient but this view arises when the student is spoon-fed with every information, therefore a teacher must give task to the students to solve it by themselves, in this way a teacher may motivate the student to become independent. The student must be imbibed with the thought that the teacher is a resource person and not an omniscient. The basic equipment for a classroom teacher is the same as for a “stand-up comedian”, writes Zionel Basney (Calvin College); “a striking voice, a direct Gaze, and the inner freedom to say more or less anything that comes to mind.” The other role of a

teacher is of a ‘counselor, need analyst and group-process manager’. “In the long run, the quantity of your student’s learning will depend on the quality of attention they give to it. The quality of their attention will depend, in turn on the degree to which they are able and willing to throw themselves into what is going on. And they will throw themselves in only to the extent that they feel secure in doing so. In this respect they are something like turtle, which moves head on its own power only when it’s willing to stick its neck out a little”, according to Earl W. Stevick. Hence it is very important to involve non-verbal aspect in teaching English language that has been observed through the questionnaire filled by the students.

Since the non-verbal messages have direct audio-visual effects on the receiver, and they are more likely to pay attention to them. It’s the same in a classroom. Teacher’s non-verbal behavior can arouse the students’ interest much more easily. For instance, if a teacher never uses any sort of gestures while speaking, then the teacher may be regarded as boring, dull and unanimated, and students’ may not like the subject that the teacher teaches. On the contrary, a lovely and animated teaching style can make the material more interesting so as to attract students’ attention and facilitate learning. It can provide a lot of entertainment to reduce students’ pressure as well. Another example is the teacher’s use of paralanguage. It is reported that students’ show great interest in learning and learn more when listening to teachers who know how to modulate their voices.

As “eyes are the mirrors of the soul” so the eyes can send several messages. Therefore, it is necessary for teachers to make frequent eye contact with all the students in order to communicate with them perfectly. Teachers’, who make eye contact, open the flow of communication and convey interest, concern, warmth, and credibility, all of which increases the degree of psychological closeness between teachers and students. For example, when students are communicating with the teacher and he/she looks in their eyes while communicating this shows that the teacher is interested in what they are saying and he/

she is listening to them. Then the students will feel safe and are encouraged to say more. On the contrary, teachers speaking with their back turned towards the students or looking at the floor or ceiling should be avoided, since the students will tend to think that the teacher pays no attention to them and will lose confidence and motivation to learn.

There are some basic tips regarding the eye contact for teacher as well as for the student: if the teacher is unable to make proper eye contact like it happens especially in a gender gap, then the teacher for creating effective interaction may simply focus at any feature on the face. Over gazing should be avoided as it makes other person conscious.

'How to carry' is the major question on which a teacher must lay stress upon for an effective language classroom. A teacher must watch his or her gestures. She should be effective and interesting but not distracting. She must change her position in the room. This will not only help her alleviate anxiety, but will also keep students on their toes. If the teacher feels nervous and want to relax then she should give some task to the students which will take the focus and pressure off. A teacher must use such strategies which would enable the student to think and hence increase the thinking ability and try to welcome them in her territory to interact or establish effective communication. "Thinking aloud" saying develops non linguistic representation that helps the student to identify key components of the visual and their relationship with the world.

Communication is possible through Kinesics, which is a very important part of non-verbal communication. Kinesics is the technical term used for body language. Kinesics by definition is a, 'system of postures, facial expressions and body motion that convey message' (Haviland). Each movement of the body part is a tell tale sign of what someone is thinking. One should make oneself aware of the sign and movement of body parts. So a teacher when she wants to make her class effective, then she should avoid all the negative gestures that causes interruption in the flow, as touching of the face, rubbing of the eye, arranging hairstyle, tapping of the fingers, yawning etc. and try to use all the positive gestures, like smile, as a face that shows liveliness, interest and enjoyment is like a magnet, and maintain proper eye contact, etc. As the teacher is

supposed to have a "know it all attitude" so she must possess all the relevant knowledge and should keep a sweet smile on her face for motivating the students. A teacher should reduce the distance without losing dignity with the students as patting them for doing good work; she should use slight leaning posture towards the student instead of rigidity.

Showalter explains about the best teacher; he remarks...

"You are in role" as are the students. You can't ignore the responsibility of the role. You are expected to have knowledge, authority and passion, and you need to fulfill those expectations. They are expected to come in with a love of learning. Alas, we are usually better at our roles than they are at theirs. But the audience is never neutral, and the classroom is a "theatre of mixed means."

Gesture is one of the fundamental aspects of kinesics. Gesture is defined as 'visible bodily action by which meaning is represented' (Kendon). It is a symbolic action by which a thought, a feeling or intention is voluntarily expressed in a conventionalized form. Gesture is indeed, present and exploited in every walk of human life. The major thing to be noted is that the meaning of a gesture is based on its context. The old adage, 'Action speaks louder than words' hold true in this case; it implies that non-verbal behavior often predominates when it is a matter of influencing people. 'What you are, speaks so loudly that I cannot hear what you say' is often quoted by R.W. Emerson. As nonverbal language varies from place to place, culture to culture, hence its interpretation also varies accordingly and depends on the context in which it is used. For example when a teacher is teaching in a class and attains cross hand gesture with a slight backward leaning it displays arrogance and feeling of pride over her knowledge. It is used during as face to face encounter. It is a defensive posture which reflects negativism and over confidence. There are numerous ways when a teacher receives feedback by which a teacher gets the clue about her performance in the class, for example when the student yawns, fidgets or doesn't maintain eye contact etc. then this displays boredom and uninterested attitude. Whereas when the students are interacting, they will maintain proper eye contact, listens calmly and answers to the questions this shows that the class is interesting and interactive.

Apart from the gestures there are 'Pointers' which show the inner state of mind or the thought sequence. By carefully analyzing the pointers we can easily judge, what he intends to do next. Same goes for the teacher student relationship. By studying the pointers reflected by the student, we can predict whether he/she finds the class effective or not. For example if the student is frequently looking towards his watch, staring towards the door, looking outside the window, fidgeting on his chair etc. reflects that the student is not interested in the lecture.

According to the examples quoted by Allan Pease, pointers can be analyzed to reflect the psyche of the person. The pointer "direct body pointing in the closed formation" reflects that the teacher and a student are engaged in some private conversation and hence they do not want any third person to interfere in. it might be possible that the student is hesitating to ask something in front of the whole class due to the fear of embarrassment and hence wants to discuss privately with the teacher. Therefore the teacher acts here as a facilitator.

In the pointer "Open triangular position" the teacher is inviting more students to get engaged in the conversation. According to Allan Pease the angle at which people orient their bodies also gives many non-verbal clues to their attitudes and relationships. The formation of the triangle invites a third person of similar status to join the conversation. Hence the teacher is motivating the students to join the discussion.

The pointer "the body shows where the mind wants to go", in a student teacher relationship reflects that the teacher wants to leave the classroom but the students wish to continue asking doubts. According to Allan Pease if a teacher and student are talking in a doorway, the teacher wants to continue in the direction to which his/her body is pointing, although his/her head is turned to acknowledge the students presence. Here the student is trying to hold the teachers attention whereas he/she wants to end the lecture now. This shows that the teacher is not behaving as a guide.

Therefore communicating, making eye contact and listening is the key to interactive learning!! because teaching and learning work like a spiral.

"We shape our buildings thereafter they shape us."

– Winston Churchill

Proxemics is related to the spatial relationship and it is the study of how space communicates non-verbally. It is interesting to note that the space between people engaged in communication depends a great deal upon the cultural background of the individual communicating; therefore a perfect knowledge about proximity is a must. Our choice of seat is another area of proxemics to consider. Where we sit in relation to other people can aid or hinder communication. Regarding the seating arrangement of the classroom which is convenient for the teacher as well as for the student they should be developed in steps for a great no. of students so that face to face interaction may be possible and the teacher can keep watch over the students easily. The seating arrangement is thought to affect the performance, attitudes and behavior patterns of the students.

Traditional rows and column arrangements are appropriate in those instances where listening and note taking are the preferred instructional activities (Sommer).

Modular arrangements are appropriate for facilitating multiple small group interactions, such as those that occur when students are divided into several small groups and all are working independently towards the resolutions of a given problem (Todd - Mancillas).

Sommer found that the odds of a student participating in a class discussion are slightly greater for small classes. In seminar room, most of the participation comes from students who are seated directly opposite the instructor. In the straight row rooms, the following observations have been made;

Students within eye contact range of the instructor participated more;

There was a tendency for participation to occur in the center section of each row, and for participation to decrease from the front row to the back, (this tendency was not evident when interested students sat in location other than those that provided maximum visual contact with the instructor).

Participation decrease as class size increased (Sommer). It has been found that high verbalizers tend to select seats in the zone of participation more than low or moderate verbalizers.

Since spatial distance, proximity and setting can have a great impact on human interaction and communication; teachers should consider arrangements that reduce the number of students who are seated behind other students. For purpose of encouraging discussion among greater number of students, a circular or horse shoe arrangement is preferred with the instructor's seat at the head. This arrangement fosters interaction among the students but maintains the instructor as a moderator in control (Harrison). Teacher should also move around the classroom to establish contact with all of their students.

Under proxemics we find a body of work called small group ecology which is concerned with how people use and respond to spatial relationship in formal and informal group. Such studies deals with seating and spatial arrangement related to leadership, communication flow and the task at hand. In a group setting, the head of the table is usually reserved for the leader of the group or the teacher that seat brings with it a sense of power, status and influence. Therefore types of spacing around tables can be used to send a variety of messages. To teach the students properly, to encourage them for classroom discussion and to arouse their interest, a teacher may follow some settings like:

Square table (formal)

In a language classroom a square table arises the feeling of competitiveness among the students. But it is useful for small number of students.

Round table (informal)

King Arthur used the round table as an attempt to give each of his knights an equal amount of authority and status. But in a language classroom a teacher may use this setup for promoting each of the students to participate equally in the discussion and learning process. But this set up has also the same drawback that this can be possible with less number of students.

Rectangular table

A rectangular table is a barrier in conversation among the students of equal capacity. A large rectangular table reinforces the competitive and defensive attitudes of those who sit across it.

Territoriality is one of the fundamentals of proxemics and it study denotes the human tendency to stake out off personal territory or untouchable space. It is very important for a student to know about his/her boundaries so that the personal space is not hindered. For example in a college, student might want to occupy a certain chair in the library, and get annoyed if it is occupied by someone else. So they may 'reserve' their particular place by leaving a book, file or some other personal object while they are away. Another example is of a dog who doesn't allow any other dog to enter in its territory except a bitch. The amount of space a person needs is determined by his personality. An introvert, for example, seems to need elbow room than extroverts.

When a teacher enters into the personal territory of the students and touches the students in the form of patting or just touches his/her shoulder, this shows that the teacher is motivating the student. Therefore touch plays a very vital and dominant role in the development of one's personality from childhood. It plays an essential role in encouragement, expressing tenderness and showing emotional support. Nevertheless, touch conveys the feeling of immediacy and promotes friendship and warmth. Many teachers according to Anderson and Anderson, fail to establish much interpersonal closeness with class because they remain physically remote. Nervous and insecure teachers establish their "territory" around the desk or take the support of the blackboard, whereas the confident teacher uses the entire room and frequently move among their students. Leary defines distance as a "relational concept, typically measured in terms of how far one individual is from the other".

Importance of Proxemics

Proxemics provides a lot of information to the other person regarding the level of trust and intimacy that the person has for him.

While negotiating with people we must be able to read their level of comfort with us by the amount of distance that they are comfortable dealing with us at.

By knowing how personal space is internally regulated, we can foster better communication and cooperative behavior.

Knowing the dynamics of personal space will also prevent us from ignorance of violating others personal space and causing unnecessary tension.

Hence a complete knowledge about proxemics may help the teacher to interact with others maintaining their own space and to understand students' behavior. Therefore it prepares a learner for a successful international communication or simple interaction with people.

“A man sees how this world goes with no eyes. Look with thine ears.”

– (King Lear, Act VI: IV)

Communication is far more than speech and writing. The features of the spoken language found outside the actual sounds being made is known as Paralinguistic features. Paralanguage is the variation of pitch, volume, tempo, and voice quality that a speaker makes for pragmatic, emotional, and stylistic reasons and to meet the requirement of genre. Paralanguage is manifested in every speech act, whether the speaker is shouting cheers at the basketball game, growling for her morning coffee, whispering at the theatre during a play, cooing to a baby, vacking with an old friend on the telephone, lecturing to fifty undergraduates, or mimicking the voice of domineering politicians. Some of the common features that support paralanguage are facial expression, head movement, hand gesture, eye movement and eye gaze. Paralinguistic features are commonly referred to as ‘tone of voice’.

Sounds are also different depending on how loud and how soft they are. Pitch and loudness are two ways that sounds are different. Every language has a set of distinctive sounds because of the way it is pronounced, and its intonation pattern i.e. the pattern of emphasis or stress on different parts of words or phrases and the way a speaker's voice rises or falls in other words the music of language. Intonation

gives advice and technique to improve your speaking skills. Pattern of stress and intonation has a big impact on meaning and differs from one language to another. This intonation affects meaning for example indicating surprise or a question as in the English exclamation: ‘Another piece of cake!’ or ‘Another piece of cake?’ ‘Ah’ sound when uttered, produced a syllable with higher pitch and greater force for happiness than for sadness. Many great people speak brokenly, in uneasy splashes of word group others speak continuously. For example Atal Bihari Vajpayee, former Prime minister of India used to give speeches with several pauses and with perfect intonation along with hand gestures; revolving of his fingers which made his speech effective but those several pauses makes the environment very drowsy.

According to Chreist, intonation is ‘the pattern of changing pitch in voice used to give meaning to the word or words spoken’, but simply to affirm that intonation communicates a meaning independent of the inherent lexical/grammatical/segmental ‘meaning’ of any utterance. Intonation and stress are the parts of supra-segmental phonology. Intonation has the greater potential to influence the discourse meaning, where as stress is more a matter of pronunciation.

When we hear someone speaking, we can distinguish continual variations in the level at which the voice is pitched. Prof. P.K. Bansal rightly says, “in this way the speaking voice to some extent resembles the singing voice”. The pitch of the voice is determined by the frequency of vibration of the vocal cords. In normal speech the pitch of the voice goes on changing all the time. Different pitches of the voices combine to form certain patterns of pitch variations called tones. A tone group is said to have a falling tone, rising tone etc. depending upon the kind of change in pitch direction i.e. whether the pitch falls, rises etc. As there are knots in music so are the knots in English language or speech. When the teacher teaches it depends on his/her speaking ability which make the environment either active or dull. Like a teacher while teaching stats from the low pitch level similar to the knot of music ‘sa’, then raises slowly to ‘re’, then finally reaches to ‘ga’, and after reaching to

this point the teacher sticks to it or remains constant then it will create a boring environment. Therefore Monotonous pitch never results in the positive feedback. In contrast to this Showalter has mentioned Ms. Mentor who actively works for making the class effective, “it is far easier to lecture than to try to wrest any kind of discussion from recalcitrant or puzzled or very large audiences. A lecturer can write on the board, or pace, gesture, dramatize, grimace, and snicker. She can use her voice as an expressive tool: Ms. Mentor, who possesses a naturally warm and mellow contralto, has sometimes burst into song, providing transcendent moments for her auditors” which can really prove to be the effective language classroom making studies for students as a part of a game, instead of a burden.

Paralanguage is concerned with how something is said, not with what is said. It covers the range of non-verbal clues surrounding common speech behaviour, including intonation, pitch, rhythm, regional accent, emotion, sarcasm, hesitation and truthfulness. Whether we are conscious of our voice or not, they speak a lot about us. They reveal our gender, age, geographic background, level of education, native birth, emotional state, and our relationship with the person spoken to. All these clues are contained in even small fragments of speech, and other people can read our voices with remarkable accuracy. For example a person can easily recognize the voice of the concerned person on the phone.

There is a major use of use of teaching and learning paralanguage as there is diversity in today’s classrooms and educator or the teacher need to understand differences in order to address the needs of all the students. For an effective classroom a teacher is required to have knowledge of paralanguage and should apply it in the class. A teacher should have the ability to vary voice quality, should use rising and falling inflections, should be able to produce rhythmic pattern. Paralanguage therefore means short sounds that are used to show your feelings for example, ouch explains pain. Therefore it is important to learn as well as to teach paralanguage.

Conclusion

Language is of course the principle and the unique human system whereby man communicates. Communication involves sending and receiving messages. The most fascinating areas in the non-verbal communication are Kinesics i.e., body language, Proxemics i.e., spatial arrangement, Paralanguage i.e., voice modulation, Oculistics i.e., eye contact etc. Each movement of the body part is a tell tale signs of what someone is thinking. By awareness and by attention one can avoid confusion and doubts and can influence the students by effective body language. Hence impressive and perfect body language will definitely help a teacher to deliver the lecture and the concept in a deliberate, effective and confident manner.

Non-Verbal communication has implications for the teacher as well as the learner. It is often said that one can always recognize a language teacher by their use of gestures in normal conversation, while it is certainly true that a system of gestures has evolved which allows a teacher to perform aspects of classroom management quickly, quietly and efficiently. The effective use of non-verbal cues assists in a wide range of classroom practices by adding an extra dimension to the language:

- ◆ Reducing unnecessary teacher talking time
- ◆ Increasing learner participation
- ◆ Confidence building
- ◆ Reducing fear of silence
- ◆ Clear instructions
- ◆ Efficient classroom management
- ◆ Classroom atmosphere
- ◆ Improving listening skills
- ◆ Improving performance in pair and group activities
- ◆ Self and peer correction
- ◆ Avoiding misunderstanding
- ◆ Improving intercultural competence

As non-verbal communication differs culture to culture so make sure that the learners understand the codes, and teach them to use themselves.

If the teacher wants to imbibe effectiveness in the language classroom, to create likeness for herself and get a powerful feedback from the students she may, (as she notice any sort of distractedness in the class) talk of students interest or may share some comic moments to make the students active. Thence all these teaching strategies would definitely help the teacher in getting a perfect feedback. The detail that is fed in the paper is according to my observations that I collected from the students through the questionnaire.

References

- Elaine Showalter, "Teaching Literature." U.K.: Blackwell, 1998.
- Lewis, Hedwig. *Body Language: A Guide for Professionals*. New Delhi: Response, Sage, 2000.
- Littlewood, William. *Communicative Language Teaching*. Cambridge: Cambridge UP, 2003.
- Pease, Allan. *Body Language: How to Read Others' Thoughts by Their Gestures*. New Delhi: Sheldon P, 2008.
- Sahoo, Sandhya Rai. "Linguistics and Applied Linguistics." *Innovation in ELT and Instructional Materials*. Ed. Mohit K. Ray. Atlantic, 2004.
- Showalter, Elaine. *Teaching Literature*. Blackwell, 2003.

Electronic Sources

- <<http://www.jstore.org.html>>.
- <http://en.wikipedia.org/wiki/nonverbal_communication>.
- <http://www.ism.net/_swd/writings/jtmil/ch3.html>.
- <<http://www.unl.edu/casestudy/456/tra1.htm>>.
- <<http://www.timelesslessons.com>>.

First International ESL EFL Conference and Sixth Annual Conference of Rajasthan Association for Studies in English

5, 6, 7 November, 2009 : A Report

Udaipur, English Language Teachers from all over the country and almost a dozen Asian countries met in Udaipur on 5,6,7 Nov.2009 to discuss issues in decolonizing English Language Teaching. The occasion was First International ESL EFL Conference cum Sixth Annual Conference of Rajasthan Association for Studies in English organized by the Department of English, Janardan Rai Nagar Rajasthan Vidyapeeth University. The conference began on 5th Nov. 2009 and continued up to 7th Nov. 2009. More



than two hundred fifty delegates attended the conference and presented their research papers in these three days. The scholars came from countries like USA, France, Malaysia, Sri Lanka, Bangladesh, Thailand, South Korea, Iran and Oman. Eminent language experts like Prof. Z. N. Patil (Hyderabad), Prof. R. P. Bhatnagar (Jaipur), Prof O.P. Juneja (M.S. University, Baroda) and Prof. Rajul Bhargava (Jaipur) made plenary lectures at the conference. Prof. Sara E Kuehlhorn (South Korea), Prof. Channerong Indraprasset (Thailand), Prof. Khairi-Al-Zubaidi (Malaysia), Prof. Bidisha Bhaduri (Symbiosis, Pune), Dr. S. Devaki Reddy (IIT, Chennai), Devi Archana Mohanti and Sanchita Choudhury (IIT, Kharagpur), M.S. Shankar Rao (MIT, Manipal), Dr. Seemita Mohanty (MITRourkela), Bharti Shokeen (IIT, New Delhi) and Prof. Sudhi Rajiv (J.N.Vyas University, Jodhpur) made significant contribution to the conference.

The papers received from foreign and Indian delegates were divided into five major themes namely **Issues in English Language Teaching and Research; Ethnicity , Culture and ELT; ELT: Across the Borders; Decolonizing English Studies; Perspectives in Language and Literature Research and Teaching / Learning contexts in Asian countries.** The papers took up issues related to teaching methodology, Teaching practices involving technology, English Language text books and their improvement , researchers in testing , Indigenous Languages and English experiences of language Teaching and Learning in various countries and different states India, Issues in teaching English as a foreign language and also as a second language. The significance of the conference increased with the participation of delegates from such Asian countries where, like India, English a second language. The Korean experience was found to be quite different from India in many ways though Language learning situations in Bangladesh and Sri Lanka were found to be comparable with the Indian situation. There were seven parallel sessions everyday in which ten papers were presented. There were four workshops and five plenary sessions. The inaugural function was held in the new auditorium of Rajasthan College of Agriculture while all other sessions and the Valedictory function was held at Janardan Rai Nagar Rajasthan Vidyapeeth University Campus at Pratapnagar near Airport Road.

Addressing the Inaugural function Vice-Chancellor of Janardan Rai Nagar Rajasthan Vidyapeeth University, Udaipur, **Prof. Divya Prabha Nagar** said that English Language is now a language of empowerment rather than the language of enslavement. New



methods and strategies should be evolved to make the teaching and learning easy for the rural masses. She welcomed the delegates from various countries and expressed her hope that their experiences will enrich the Indian scholars. Key speaker of the inaugural session **Prof. R. P. Bhatnagar** said that there is an urgent need to decolonize English Language Studies in that no self respecting country would allow the teaching of another country's literature in the name of Language. Prof. Channerong Indraprasert (Thailand) said that one has to visit his country in order to understand the teaching – learning situation there. Prof. Sara Kuehlhorn, South Korea

talked of her experiences and read her paper on code switching in an Indian film *Kal Ho Na Ho*.



Prof Z. N. Patil delivered the first plenary address. He took up the task of setting the ball rolling. With his vast experience of teaching in India, Japan and Vietnam Prof. Patil suggested several methods of improving teaching practices in India. He demonstrated how literature could be used as a potential source of teaching nuances of language use. He remarked that the texts used in India for teaching English are hopelessly monotonous and boring. According to him the teacher's attitude and performance are the key factors in the success of a foreign language teaching situation. In the beginning of the inaugural function Prof. S.N. Joshi, President of Rajasthan Association for Studies in English introduced the theme of the conference. Prof. N.K. Pandya, Principal M.V. Shramjeevi College gave the welcome address. The organizing secretary Prof. Hemendra Singh Chandalia read the message of the Chancellor **Prof. B. S. Garg**. Dr. S. K. Agrawal, Associate Prof in the Department of English offered the vote of thanks. Dr. Sharda V. Bhatt and Dr. Mukta Sharma, Associate Professors in the Department of English convened the programme. On this occasion Prof. R. P. Bhatnagar was felicitated for his life- time contribution to the field of ELT. Sh. G.K. Sukhwai, a Teacher Research Fellow in the Department of English was honoured for his painstaking role in organizing the conference while Dr. S.K. Agrawal, Dr. K.S.Kang , Dr. H.M.Kothari , Dr. Ankit Gandhi and Sh. Sunil Bhargava were honored for playing the role of organizing secretary in the previous conferences of Rajasthan Association of Studies in English . The conference souvenir published by the department of English, Janardan Rai Nagar Rajasthan Vidyapeeth University was released by the Vice-

Chancellor Prof. Divya Prabha Nagar. She released two issues of the Journal of Rajasthan Association of Studies in English. At the end of the inaugural function national anthems of fourteen countries represented in the conference were played.

The academic excellence was showered in the seven parallel sessions held on the 5th, 6th and 7th November respectively. The sub-themes were comprehensively discussed in each parallel session on all the three days. The eminent chairpersons of each session appreciated and critically commented on the deliberations by the participants. Not a single untoward incident was reported to the organizing secretary throughout the conference. Healthy discussions enlightened the participants all through.

Out of the deliberations which took place during the three day conference we can take the privilege to mention only a few of them that were par excellence.

The Voices of Thai Journalists on Their English was discussed by Adcharawan Buripakdi of Walailak University, Thailand. The findings were very interesting:

1. English used in Thailand was situated in a hierarchy of language and deeply embedded in a Colonial construct within the political and economic hegemony of Western Anglophone powers.
2. This validates the notion that English language usage is never apolitical and is always involved in global inequality and imposition of ways of thinking.

Though Thailand has never been ruled by European imperialism, the study results ferreted out a close connection between English and colonialism. The colonial view of the world illustrates the unfortunate consequence of the cultural politics of promotion of English. Measures should be taken toward deconstruction of apolitical views of English. To facilitate classrooms and to begin to deal with the self-marginalization issue in English educational contexts, teachers should help to capitalize on students' identities, their learning background and contexts.

The lead teacher trainer from South Korea Sara E. Kuehlhorn discussed the Hindi-English code switching in the Bollywood Film *Kal Ho Na Ho*. She made an attempt to show that film is a genre in which English is assimilated as and into an Indian language and that the language serves a direct purpose in developing character persona and plot through integration with other languages. The significant conclusion of her study reveals that English is used on a world-wide level by non-native speakers of the language in order to create and reflect new and unique experiences. At least in India, the English language is no longer merely a 'linking' language.

Discussing English as an International Language Sayyed Bagher Mirshojee from Iran was of the view that the biggest challenge in coming decade is how to put the complementary model to teach English in the global village where pluricentricity is proposed in the WE paradigm and to solve the problems of the terrestrial planet. Critical issues have gained ground in applied linguistics. He expressed his belief that the empire of WE is India but its aim is originally a call for democracy.

Dr. Khairi Obaid Al-Zubaidi from Malaysia opined that many campuses in various Universities around the world nowadays are witnessing the internationalization phenomenon. English is the tool of globalization. Though the political leaders of Malaysia fear the negative effects of the use of English on Malay Culture and identity, the students are of a negative opinion.

Lt. Col. Surjeet Singh Jeggy from Malaysia discussed the use of English in Malaysian Armed Forces. The Malaysian military in service training institutions use English as their medium of instruction. He has made an attempt to assess the language features and patterns of English language in relations to the K-Force.

K-Force is knowledge enabled Armed Force with its soldiers and officers having knowledge, ICT skills, receptive to technological and global changes and a good command of English language. Therefore, the importance of English for military personnel especially officers cannot be compromised as English is the lingua franca of the world.

David Kent from South Korea discussed the use of digital poster publishing tool website Glogster in the University EFL context of South Korea. He concluded that potential does exist for it as an educational application in multimedia English courses, as web-based learning is becoming a major trend of teaching and learning in classroom and home-based activities.

Similarly, Dr. Sukhwant Bajwa and Raheleh Saffari emphasized the importance of Computer-based Instruction (CBI).

Chitra Jayatilake from Sri Jayewardenepura University of Sri Lanka analysed the role played by Classroom Interactional Feedback (CIF) in second language acquisition. Discussing the significance of CIF types she concludes by creating clines of CIF to be promoted in the Sri Lankan L2 teaching context.

Arezoo Farazajndeh from Iran analysed the effect of recast timing on EFL error correction of Iranian female students. He concluded that immediate error correction of learners directly has influence on their feelings and may cause debilitating anxiety to learners as it decreases their learning level and should therefore be avoided.

Other significant presentations comprise of character formation through literature by M.S. Shankar Rao of Manipal Institute of Technology (MIT), Manipal, Karnataka. He concluded that teaching and learning values is a gradual process. Unfortunately, the role of literary texts as a source of value is ignored in the present and the emphasis is on academic excellence. An attempt to inculcate an ability to think critically and to make meaning out of this drastically transforming world can be done through 'literature' so that the world is a better place to live in.

Dr. Sanjay Kumar Singh, Asstt. Prof. and Head, OPJIT, Raigarh, Chattisgarh, emphasized on effective listening.

Dr. Kusum Shrivastava, Govt. College Nathdwara, discussed Textese (SMS Lingo) and its effect upon English Language.

Dr. Kalpana Purohit, JNV University Jodhpur discussed experience and disengagement of language.

Dr. Jagdish Joshi and Sagar Pandya of Gujarat University showed the importance of teaching and learning English using Mind Maps.

Dr. Tarana Parveen, Govt. College Dungarpur suggested the application of Neuro Linguistic Programming (NLP) to help English language students to increase their potential by improving self expression and determination.

Dr. Brian Mendonca, Commissioning Editor- ELT, Encyclopedia Britannica deliberated upon ELT School Publishing in India.

Devi Archana Mohanty, IIT Kharagpur, emphasized upon implementing learner autonomy in Indian language classroom.

Kalpana Rangnathan, PSG college of Technology, Coimbatore emphasized upon integrating an EST curriculum with General English curriculum.

Dr. Prashant Mishra, Govt. college Neemuch and Dr. Susant Kumar Bardhan, Suri Vidyasagar College, Birbhum (W. Bengal) discussed the issues, challenges and strategies facing the Localization of ELT in India.

Rooble Verma, Vikram University, Ujjain (M.P.) discussed the Role of Perenos and Interferentia in learning Russian language.

Bharti Shokeen, IIT Delhi, Discussed the teaching of English as a Second Language to Immigrant and Refugee Students in America.

Dr. Archana Shrivastava, Birla Institute of management Technology, Greater Noida, discussed English as a Foreign language in Desi Flavours.

The presentations mentioned above represent only the tip of the iceberg. There is a lot which remains to be included in this brief report. The cordial

atmosphere, the interactions between participants from all over India during the three days, their mails of appreciation received from them after they reached their destinations – all reveal the pains, the toil to organize the conference and also confirm the grand success of the conference.

The three- day conference was enjoyed by the delegates. The vegetarian food served at the time of breakfast, lunch and dinner was relished by the Indian as well as foreign delegates. Melodious presentations were made by Sanchita Choudhuri, Atish Sarkar (Rourkela), Brian Mendonca (New Delhi), Shweta Sharma (Jaipur) Fateh Singh Charan (Chittorgarh), Sayyed Bagher Mirshojaee (Iran) Indira Nityanandam (Ahmedabad) etc. Besides, the delegates made their presentations in creative writing sessions and were taken round the city of Udaipur to view the world famous lakes Pichola, Fatehsagar, Maharana Pratap Smarak, Sahelion – Ki- Bari, Manikya Lal Verma Garden etc.



The Valedictory address was delivered by Prof O.P. Juneja, Professor Emeritus, M.S. University Baroda. In his address he underlined the importance of computer aided language learning and said that in the age of globalization a teacher of English has to keep pace with the demands of the market. The chief guest of the valedictory function Prof. M.S. Agwani, former Vice – Chancellor of JNU, New Delhi said that the growth of English should not be allowed at the cost of Indigenous languages. He quoted several instances where English was responsible for the extinction of indigenous languages. Presiding over the valedictory function Sh. Prafulla Nagar expressed the need to strengthen English Language Teaching in tribal and rural areas. He felt it necessary as it would open new opportunities for them. Prof. H. S. Chandalia, Organising Secretary of the conference presented the report of the conference. Dr. Sharda V. Bhatt. convened the session whereas Dr. S.K. Agrawal offered the vote of thanks. Dr. Mukta Sharma, Dr. Bhatt, Mrs. Nandini Mathur and Sh. Basant Jain were felicitated for their contribution to the conference.

OUR CONTRIBUTORS

- **Sonu Shiva** : Lecturer in English, Govt. College, Bikaner, Mob. 9414604008
- **Rajesh Kumar** : Research Scholar, Bikaner
- **Manobi Bose Tagore** : Head, Dept of English, Sir Padampat Singhanian University, Udaipur.
- **Shibani Banerjee** : Sr. Lecturer, Dept of English, Sir Padampat Singhanian University, Udaipur.
- **Sanjana Sharma** : Lecturer in English, S. D. Govt. College, Beawar (Ajmer)
- **Sarita Jain** : Lecturer in English, G.D. Government College, Alwar
- **Kajal Sharma** : National College for Girls, Alwar
- **Jatinder Kohli** : Lecturer, Government College, Kota
- **Gautam Sharma** : Lecturer in English, S.P.U. (P.G.) College, Falna, Dist. – Pali (Rajasthan)
- **Digvijay Pandya and Subhash Sharma** : PI MT, Udaipur
- **Kshamata Chaudhary** : Convener/Assistant Professor, Vardhaman Mahaveer Open University, Kota
- **Sanjay Chawla** : Lecturer in English, Govt. Sanskrit College, Chechat (Kota)
- **Anita Kothari** : Lecturer, Dept. of English, Govt. College, Kota
- **Jayshree Singh** : Deptt. of English, Bhupal Nobles Girls' P. G. College, Udaipur. dr.jayshree.singh@gmail.com/singh.67jayshree@yahoo.com
- **Rajesh Kumar Lidiya** : Associate Professor, Rajasthan Technical University, Kota (Rajasthan)
- **Vijender Singh Tanwar** : Head, Department of English, Seth Motilal (P.G.) College, Jhunjhunu (Rajasthan).
- **Nagaender Singh Nathawat** : Head, Department of English, SBDTC, Lakshman Garh (Sikar) raj-332311
- **Sangeeta Singh** : Lecturer in English Department, Govt. J.D.B. P.G. College for Women, Kota
- **Seema Bhupendra** : Dept. of English, S.G.G. Government College, Banswara.327001 (Raj.) INDIA Email- seema_bhupendra@yahoo.co.in / simabhupendra@gmail.com
- **Vinita Goyal** : Lecturer in English, G.D. Govt. College for Women, Alwar (Raj.)
- **Richa Mathur** : Lecturer in English, Govt. Meera Girls College, Udaipur (Raj.), Mob. 9829948480
- **Tarana Parveen** : Senior Lecturer, S.B.P.Government College, Dungarpur, Rajasthan, India, Tel. 9414034466, Email: taranaparveen@gmail.com
- **A.K. Patel** : Lecturer in English, S.D. Arts & B.R. Commerce college, Dist: Gandhinagar, Gujarat. Mob: 9825883303 Email ID: profpatelak@gmail.com
- **Abha Singh** : Lecturer in English, Govt. College, Kota, Mob. 9829182910
- **S. K. Agrawal** : Associate Professor, Dept. of English JRNRV, University, Udaipur
- **Shweta Sharma** : Lecturer in English, Department of Science & Humanities, Jayoti Vidyapeeth Women's University, Jaipur,

THE JOURNAL OF RASE

Conference Papers presented at the
First International ESL EFL Conference and
Sixth Annual Conference of
Rajasthan Association for Studies in English
Udaipur– 5, 6, 7 November, 2009

Editors : Prof. Z.N. Patil, EFL Univ. Hyderabad
Dr. Hemendra Singh Chandalia
G.K. Sukhwat

Managing Editor : Prof. Hemendra Singh Chandalia

The Journal of Rajasthan Association for Studies in English is an Annual Journal devoted to scholarly and authoritative opinion on broad cultural issues, focusing on the centrality of human concerns as evidenced in language, literature, art, cinema and translation. **Manuscripts are welcome.** They should conform to MLA Handbook VII Edition in all matters of form.

Annual Subscription Rates for non-members of RASE

India	Individuals	Rs. 100/-
	Institutions	Rs. 200/-
Overseas	Individuals	Rs. 820/- US \$ 20

Editorial Board takes no responsibility for inaccurate, misleading data, opinion and statements appeared in the articles published in this journal. It is the sole responsibility of the contributors. No part of this journals can be reproduced without the written permission of the Managing Editor who also holds the copyright (©) of the "Journal of Rajasthan Association for Studies in English".

ISSN : 0975-3419

RASE EXECUTIVE

President

Prof. S.N. Joshi

Formerly Associate Professor of English, Mohanlal Sukhadia University, Udaipur (Raj.)

Vice Presidents

Prof. Rajul Bhargava

Formerly Professor and Head, Dept. of English, University of Rajasthan, Jaipur

Dr. Sudhi Rajeev

Prof. and Head, Dept. of English, J.N. Vyas University, Jodhpur

Dr. Paritosh Duggar

Vice Principal, SMB Govt. College, Nathdwara

Prof. Sunil Bhargava

Vice Principal, GDB Girls College, Kota

General Secretary

Prof. Hemendra Singh Chandalia

Prof. and Head, Dept. of English, J.R.N. Rajasthan Vidyapeeth, Udaipur

Joint Secretary

Dr. K.S. Kang, Govt. P.G. College, Chittorgarh

Treasurer

Dr. Mukta Sharma, Dept. of English, J.R.N. Rajasthan Vidyapeeth, Udaipur

Regional Secretary

Sh. G.K. Sukhwat, Govt. College, Kota

Dr. S.K. Singh, MIT, Mandasaur (M.P.)

Dr. H.M. Kothari, Govt. P.G. College, Chittorgarh

Executive Members

Dr. Prashant Mishra, Govt. College, Neemuch

Ms. Sadhana Saini, GDB Girls College, Kota

Ms. Rekha Ranawat, Govt. College, Pratapgarh

Dr. Anil Paliwal, Vidya Bhawan Teachers College, Udaipur

Dr. L.L. Yogi, Retd. Principal, Govt. College, Bundi

Dr. Sharda V. Bhatt, Dept. of English, J.R.N. Rajasthan Vidyapeeth, Udaipur