

UGC SPONSORED
NATIONAL SEMINAR
on
**LANGUAGE, SOCIETY AND OTHER ISSUES
WITH SPECIAL REFERENCE TO ENGLISH**

20th and 21st SEPTEMBER 2013



**Society.
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Script.
Gender.
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Organised by :
Department of English

Singareni Collieries Women's Degree & PG College

Kothagudem. Khammam Dt. A.P-507 101



National Seminar on
**“Language, Society and other issues
With special reference to English”**
On 20th & 21st September, 2013

PROCEEDINGS



Department of English
Singareni Collieries Women’s Degree College
Kothagudem- 507101, Telangana, India
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**PROCEEDINGS OF NATIONAL
SEMINAR ON
“Language, Society and other issues with special
reference to English”**

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About the College:

Singareni Collieries Women's Degree College was established by Singareni Collieries Company Limited in 1975, the International Women's year to impart quality education to the girl students of coal belt area. It has grown over the years to become one of the premier educational institutions and occupies a prime position among the institutions of its kind not only in Kakatiya University, but also in the entire state. At the Under Graduate level apart from the conventional courses, self-financed courses in Biotechnology, Electronics, Statistics and Computer Science have been introduced in the B.Sc, B.A, B.Com and at Post Graduate level the courses like M.Com, M.Sc.Botany, Computer Science, MBA and Diploma courses in Entrepreneurship, Communication Skills, Child Psychology, Web Designing and Plant Tissue Culture are offered to cater the growing needs of higher education for women in the coal belt area. The college has consistent record of academic achievements of students winning University Ranks and Distinctions. The college not only excels in curricular field but also in the arena of sports, extracurricular and co-curricular activities.

About the Department of English:

Keeping the objectives of English Language Teaching, Department of English was established in the year 1975 with 2 faculty members and 12 students. Now it has grown up into 870 students with 3 faculty members. The members of the Department possess two M.Phils and pursuing two PhDs. The Department yields remarkable results from the students even though most of them are from rural background. The landmark of the Department is establishing English Language Lab with powerful and useful software. The Department supported Jawahar Knowledge Centre that caused many students got selected through placements and introduced UGC Sponsored Diploma Course in Communication Skills. Moreover the Department organized two national seminars effectively. The members of the department successfully presented papers at National as well as International Seminars. Many of them were published in familiar and reputed Educational and research magazines. Besides getting good results the Department focuses on extracurricular activities. The Department makes Students to do many project works so as to enjoy aesthetic beauty.

PREFACE

Language is the unique characteristic of human beings. We use it for thinking, problem solving, playing, dreaming, interpreting, communicating, expressing feelings and sharing information. That is why 'language' is often referred to as 'the dress of thought'. Researchers have shown that the more languages one knows, the better would be their knowledge and scholastic development. Several studies have shown that bilingual proficiency raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement. Social or nation-level multilingualism is a resource that can be favourably compared to any other national resource.

As Oliver Wendell Holmes stated, *language is a solemn thing; it grows out of life- out of its agonies and ecstasies, its wants and weariness. Every language is a temple in which the soul of those who speak it is enshrined.* Thus language learning is the result of a complex interaction between innate language faculty and social environment. Language brings people together and keeps them together. Language is a social phenomenon. It is shaped by contact, conflict and incredible cultural complexity.

Though people can speak and understand one another, no two of them speak exactly alike. The reason can be age, sex, social situations and where and when the language was learnt. So, different groups, classes or sections of people speak differently. People often argued over the correctness or the standard of English and they often look down on a particular dialect or variety saying that it is not standard. At this juncture, David Crystal in his article '*What is Standard English?*' says "Standard English is the variety of English which carries most prestige within a country..... It is used as the norm of communication by its government, law courts and media." This does not mean that the other varieties are inferior to the one that enjoys the status of Standard English.

The English alphabet is used to write any language. For example, in India, the present generation is using the English alphabet to write their mother tongue while sending short messages over their cell phones or internet. *Position Paper on Language, SCF, AP* supported this opinion by stating '*There is no inherent relationship between a given language and a script that is normally used for it. I fact, all languages of the world can be written in any on script, or one can write any particular language in all the scripts of the world with minor modifications*'

If we believe that women and men deserve social equality, then we should think seriously about how to reflect that belief in our language use. *Syllabus for Language Teaching NCF-2005* says, “*The received notions of what it means to be ‘masculine’ or ‘feminine’ are constantly reconstructed in our behaviour and are, sometimes unwittingly perhaps, transmitted through our textbooks. It is extremely important that textbook writers and teachers begin to appreciate that the passive and deferential roles generally assigned to women are socio-culturally constructed and need to be destroyed as quickly as possible. Voices of all women need to find a prominent place in our textbooks and teaching strategies.*”

National Focus Group on Indian Languages observes “Poetry, prose and drama are potent sources not only of refining our literary sensibility but also of enriching our esthetic life, enhancing our synaesthetic abilities and enormously improving our linguistic abilities, particularly reading comprehension and written articulation. Literature also includes jokes, fantasy, story, parody and parable which pervade our everyday discourse and in no way constitute an autonomous universe cut off from the world’s business”.

In fact as NCF-2005 SAYS, “From the point of view the science of language, all languages including what we call ‘dialects’, ‘tribal’, ‘mixed’ or ‘impure’ languages are equal; languages thrive in each other’s company even when each one has its own quality and genius. In a multilingual class, it is absolutely imperative that every one’s language is respected and becomes a part of the teaching strategies”.

i. Objectives:

- ↪ A comprehensive awareness of language learning has to be promoted.
- ↪ Language learning should become the means of liberation and social change.
- ↪ Gender bias in language learning should be eradicated.
- ↪ The bilingual proficiency raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement.
- ↪ Every one’s language is respected and becomes a part of the development of society.
- ↪ English language learning enables the students to function as a responsible citizen in the society.

Sub Topics:

- ↪ Language and Society.

- ↪ Language and Speech.
- ↪ Language and Script.
- ↪ Language and Gender.
- ↪ Language and Inclusive Education.
- ↪ Language and Literature.

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Position Paper: State Focus Group on Curriculum, Syllabus, and Text-book

Message by The Principal, S.C.W.Degree College, Kothagudem

Kothagudem

10thSeptember,2013

I am very happy to note that the Department of English , Singareni Collieries Women's College, Kothagudem is going to organise a Two Day Seminar, sponsored by UGC and SERO, Hyderabad on 'LANGUAGE SOCIETY AND OTHER ISSUES WITH SPECIAL REFERENCE TO ENGLISH' on 20th and 21st of September, 2013.

K.KrisHirst, an archeologist as well as linguist in the Americanmidwest clearly expressed that language comes first; it has its own life, and it grows rapidly. In modern times, when transportation is highly developed, various languages cast an influence upon each other, thus causing the languages to change. In short, language is primarily speech. Script is only a means of codifying speech in writing. Script depends on its utility in the society and on the elites who rule a given society.

I hereby take the opportunity to congratulate the organizing committee members for their tireless efforts to organize the seminar of this scale. I strongly believe that this endeavour will prosper now and in the years to come.

With best wishes,

Sd/-

Dr.M.Kamala Rani

Message by The Correspondent, S.C.W.Degree College, Kothagudem

Kothagudem

12thSeptember,2013

I am extremely happy to note that the Department of English, Singareni Collieries Women's College, Kothagudem is organizing a Two Day Seminar on 'LANGUAGE SOCIETY AND OTHER ISSUES WITH SPECIAL REFERENCE TO ENGLISH' on 20th and 21st of September, 2013.

As John Henry Newman, a leader of Oxford Movement stated, Language is the unique characteristic of human beings. We use it for thinking, problem solving, playing, dreaming, interpreting, communicating, expressing feelings and sharing information. That is why 'language' is often referred to as 'the dress of thought'.

The department must have made elaborated arrangements and put in lot of hard work to organize this seminar. The proposed seminar will, no doubt, give immense opportunity to the participants and the paper presenters to express their ideas and opinions on language in the forms of the papers to be presented in the seminar. Finally, I wish the Seminar and Souvenir a grand success.

With warm regards,

Sd/-

Y.Venkateswarlu

Dr. M. Rajeshwar

Professor of English

& Chairman, Board of Studies



Department of English

Kakatiya University

Vidyaranyaपुरi

Warangal 506009

September 12, 2013

MESSAGE

I am delighted to learn that Singareni Collieries Women's Degree & P.G. College, Kothagudem is organizing a two-day National Seminar on "Language, Society and Other Issues with Special Reference to English."

I think the topic of the seminar is highly relevant in the context of Indian society, a society which has had a long but slightly uncomfortable relationship with the English language.

I am sure the seminar will focus on all the important issues related to Indian society and the English language and suggest appropriate solutions.

I congratulate the Department of English, the Principal and the management of the college on this occasion and wish the seminar a grand success.

Sd/-

Prof. M. Rajeshwar

Message by The Director (P,A& W)
Singareni Collieries Company Limited, Kothagudem

Kothagudem

10thSeptember,2013

I am very ecstatic about the Two Day Seminar, sponsored by UGC and SERO, Hyderabad on 'LANGUAGE SOCIETY AND OTHER ISSUES WITH SPECIAL REFERENCE TO ENGLISH' is going to be conducted by the Department of English , Singareni Collieries Women's College, Kothagudem on 20th and 21st of September, 2013.

As Rita Mae Brown quoted- **"Language is the road map of a society and culture. It tells you where its people come from and where they are going"**. In fact, English is a fascinating language that has won the admiration of the world like no other language has. At one time, the British conquered most of the world and as a result, English language spread far and wide. Today, English is considered the lingua franca of the world. The history of modern English is just a little more than five centuries. But in the last five hundred years, the growth of the English language has been dramatic and it continues to inspire awe among the people.

The organizers have aptly and selected the themes that reflect the language, society and other issues with special reference to English. I congratulate them on their thoroughness and dedication in planning for this event. I wish the participants all the best and the seminar all success.

With best wishes,

Sd/-

T.Vijaya Kumar IAS

Message by The Director (Finance)
Singareni Collieries Company Limited, Kothagudem

Kothagudem

14thSeptember,2013

I am very delighted to note that the Department of English, Singareni Collieries Women's College, Kothagudem is organizing a Two Day Seminar on 'LANGUAGE SOCIETY AND OTHER ISSUES WITH SPECIAL REFERENCE TO ENGLISH' on 20th and 21st of September, 2013.

English is the language of the upwardly mobile in this age of Information Technology and globalization. It is the language of science and technology, of business and commerce, and of journalism and mass communication. In short, English Language is nothing but part and parcel of human life.

The organizers have taken painstaking efforts in planning for the event in a professional manner, inviting reputed personalities to address the six sessions and ensuring that knowledge percolates to all the participants.

With warm regards,

Sd/-

S.Vivekanand IRAS

Message by Dr.P.Bhaskaran Nair
Associate Professor (ELT), Pondicherry Central University

Pondicherry

10thSeptember,2013

It is a great pleasure to be with the Management, faculty and students of Singareni Collieries Women's College on the occasion of a national seminar which is going to highlight the role of English in strengthening the nation in general, and empowering women in rebuilding the society, in particular. Educating women, especially rural women through English will definitely bring in a lot of change in the socio-economic status of the state. Let me articulate my whole-hearted admiration and appreciation for the choice of English language education as the central theme of the seminar, and also, let me congratulate the 'Singareni Collieries Family' on its academic enthusiasm.

Sd/-

Dr. P. Bhaskaran Nair
Associate Professor (ELT)
Pondicherry Central University
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LANGUAGE, SOCIETY AND OTHER ISSUES

English Language and Indian Society: Love-Hate Relationship

Prof. M. Rajeshwar

Professor of English, Kakatiya University, Warangal-506009 AP India

My basic premise in this paper is that any meaningful discussion of the English language in India is possible only against the background of its social context. This is because, in spite the enormous advantages one gains on learning English, there is no conducive social environment for learning it. After about 300 years of exposure to English at different levels, for the Indians, it continues to be an alien tongue and is perceived as something very difficult to learn. Only those who have made long and determined efforts manage to use it with any degree of fluency and that too only in specific contexts. The rest of Indians remain English-illiterate and pay a heavy price for being so.

Now, compare this scenario with that of Urdu. This language is made up of about 90% Persian, Arabic and Turkish words and for that reason it should be as alien to the Indians as English. But it is not. Even uneducated people, especially in the so called Hindi belt, speak it rather fluently. Or, compare English with Sanskrit for that matter. Sanskrit has always been a dead language, a stillborn language some would say. Today nobody quite understands it when it is spoken on religious occasions and for ritual purposes. But the language enjoys tremendous prestige and popular approval. All this goes to prove that something has gone seriously wrong with English in India and it calls for a close examination of the social issues involved. We will go into these issues in some detail and then try to account for the current, rather sad, state of ELT in India.

Historical context of English education in India

Unlike the French and the Portuguese who encouraged their colonial subjects to treat themselves primarily as French/Portuguese citizens and marginalize their ethnic and linguistic identities the English rulers of India scrupulously maintained their distinction and distanced themselves from the subject Indian population. This attitude solidified after the Sepoy Mutiny of 1857, which was widely interpreted as a violent reaction to the British cultural impositions and habits of thought. After the Mutiny the British abandoned their social reform agenda and grudgingly left the Indians to practise their culture unhindered. In course of time the British colonial rule ceased to have a significant impact on the society and culture of India. This development had a serious implication for the teaching of English in India, in that English was now required to be taught in a social environment which was utterly alien to the spirit of the language.

Although the colonial rulers freely allowed the Indians to practice their culture they painfully realized that without teaching them English the ruling of a country of continental proportions was impossible. Indian participation at the lower levels of administration was inevitable. In order to ensure their participation in the administration the Indians needed to be given formal instruction in English. It was thus for purely utilitarian/pragmatic purposes that English was introduced in India. And it has remained largely a utilitarian language even to this day.

The one man who is chiefly credited with/blamed for introducing English in India is T.B. Macaulay, a member of the Supreme Council of India. He dismissed oriental learning and the claims of the Orientalists by a single stroke of the pen and stoutly defended the introduction of English in India. What role would English play in India and what purpose would it serve? Here is Macaulay explaining it.

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, -- a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population.¹

But it was not the 'push factor' alone; there was also the 'pull factor,' again for utilitarian purposes. Various groups of Indians had various motives to learn the language. The Bengalis, led by Raja Rammohan Roy, for instance, wanted it because they perceived it as a vehicle of western thought and science. They also wanted to counter the then hegemonic languages -- Persian and Arabic -- so that they would regain their lost self-respect.

Not surprisingly, within about a generation after the Mutiny English was successfully implemented in all functional domains -- education (especially at the higher levels), courts of law, civil administration, business and commerce, the English-language press and publishing industry, technology and science and so on. However, it never proceeded beyond these domains so as to become a part of the everyday life of the Indians, because it never received spiritual sustenance from the Indians all through its chequered history. It remained a language of the books to be processed by the brain for purely utilitarian purposes. It has been hardly ever used as a means of aesthetic experience in the domains of arts and culture.

Indian attitude towards English

¹Minute by the Hon'ble T. B. Macaulay, dated the 2nd February 1835, Columbia University, 31 July 2012, <http://www.columbia.edu/itc/mealac/pritchett/00generallinks/macaulay/txt_minute_education_1835.html>.

Whatever might have been Macaulay's intentions the Indians themselves were, in the aggregate, not in a receptive mood. They in fact resisted English as vehemently as they did the imposition of the western culture on them, albeit psychologically. People who have hoary religious and literary traditions often find it difficult to accept the imposition of an alien religion or language on them. Moreover, Indians have had a long history of offering psychological resistance to these impositions while appearing to accept them for the sake of survival. They did this all through the last millennium having to put up with the invaders and their atrocities. Their current approach to English is not different. They accept English because their survival in the globalized world is not possible otherwise, but do not love the language at the psychological level. In the words of Probal Dasgupta the Indians never allowed English to get "under their skin."² And according to Partha Chatterjee they had maintained an "inner domain"³ which the British colonial rulers never quite succeeded in penetrating. It is perhaps the Indian way of preserving their identity and cultural integrity. The language of this inner domain has always been the mother tongue. Even the English-speaking urban elites, in their search for affinity with the masses, have always preferred to speak their mother tongue in the social and domestic contexts. It resulted in the strange scenario of learning the language half-heartedly and then quickly discarding it when it is no longer needed. For example, most government employees of the older generation, who learnt English at school and college, have comfortably forgotten it, or have discontinued its use, once they retired and found no further use for it in life. It is a little like discarding an old and worn out shirt.

Furthermore, Indians on an average, feel upset and offended when somebody speaks to them in English, especially if they happen to know this somebody to be a fellow mother tongue speaker. This often leads to the English speaker's social alienation. To avoid alienation he would try and avoid speaking in English altogether in social contexts.

Such unhelpful attitude had often translated as political movements for the abolition of English altogether. This happened in the 1960s across the Hindi belt, in the form of the *Angrezi Hatao* movement, and more recently in 1989 the Uttar Pradesh Chief Minister Mulayam Singh Yadav launched a campaign to abolish English from the state administration altogether. Even in

² Probal Dasgupta, *The Otherness of English: India's Auntie Tongue Syndrome* (New Delhi: Sage Publications, 1993) 99.

³ The full quote reads: "Anticolonial nationalism creates its own domain of sovereignty within colonial society well before its political battle with the imperial power. It does this by dividing the world of social institutions and practices into two domains – the material and the spiritual. The material is the domain of the 'outside,' of the economy and of statecraft, of science and technology, a domain where the West had proved its superiority and the East had succumbed. In this domain, then, Western superiority had to be acknowledged and its accomplishments carefully studied and replicated. The spiritual, on the other hand, is an 'inner' domain bearing the 'essential' marks of cultural identity. The greater one's success in imitating Western skills in the material domain, therefore, the greater the need to preserve the distinctiveness of one's spiritual culture. This formula is, I think, a fundamental feature of anticolonial nationalism in Asia and Africa." Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (Delhi: Oxford UP, 1994) 6.

Andhra Pradesh up until recently those who studied in the Telugu medium were given preference in jobs over those who studied in the English medium. I understand that the state government is contemplating to implement this retrograde policy once again. The prevailing thinking now is that although ideologically English is not favoured it should be tolerated because it is necessary, an attitude reminiscent of the original attitude of Indians towards English when it was first introduced.

Having been traditionally associated with power and the ruling class English, in India currently enjoys the position of a ‘prestige language.’ All higher levels of discourse are invariably carried out in English. It also has a certain ‘snob appeal.’ Studies have revealed that many Indians use English to emphasize their higher social rank or superior education and therefore do not want it spoken by those at the bottom of the social hierarchy. With these vested interests being added to the already psychologically volatile situation English is unlikely to evolve as a ‘solidarity language’ so as to be widely used in everyday contexts and creatively employed in various art forms.

Ideological opposition

Ideological opposition to English, which is often indistinguishable from political prejudices and linguistic chauvinism, hinges on three important points.

1. English is a colonial language and as long as it is around it is not possible to completely decolonize the mind. If English dominates the linguistic horizon, in some sense or the other, the Indians will continue to be a subservient people.
2. English is an intrinsically divisive language building artificial walls between those who know it and those who do not, with all the benefits of economic and technological progress accruing only to the former and thus contributing to social, political and economic inequalities.
3. English is a weapon wielded by the former colonial power to continue to oppress and inferiorize the former colonial subjects. It is a modern version of imperialism called linguistic imperialism.

The people who oppose English on ideological grounds seem to have taken a leaf off from the anti-colonial movement, spearheaded by Gandhi, which sought to re-appropriate the vernaculars for mass mobilization purposes. Here, for example, is what Gandhi said about English and Hindustani, his preferred link language for India.

Ever since I returned from South Africa I have been insisting that only a language which the largest number of Hindus and Muslims speak can be our national language. This can only be Hindustani written in the Devanagari or the Persian script. English has no place

in India. The British ruled over India and so English became important. It is a foreign language, not an Indian language.... It is a matter of sorrow that while we have freed ourselves of English rule, we have not been able to free ourselves of the impact of English culture and the English language.⁴

This ideological position was reinforced by powerful mass leaders such as Ram Manohar Lohia who thought that the British ruled India only by means of bullets and the English language (*bandhook ki goli aur angrezi ki boli*).⁵ The later day politicians such as Mulayam Singh Yadav have merely applied the same principle this time round to gain popular support and to come to power.⁶

English and Indian culture

Henry Hitchings, in his recent book *The Language Wars: A History of Proper English* says:

Wherever English has been used, it has lasted. Cultural might outlives military rule.... English is treated with suspicion in many places where it was once the language of the imperial overlords.... In India, while English is much used in the media, administration, education and business, there are calls to curb its influence.⁷

Indians seem to fully agree with Hitchings. And given this kind of ideological opposition and psychological resistance, the influence of English on the performing arts (drama, films, TV serials, radio and music) has been almost negligible because audience patronage cannot be ensured. People who know English so well as to appreciate these arts in English are very few. The 20 or so English language Indian films,⁸ most of which have been produced by NRIs anyway, are so poorly made and the English used in them is so thickly accented that no regular movie goer in the English speaking world would like to see them. Indian films in Indian languages with subtitles in English are known to have done far better than those that have been made originally in English. Cable service providers have almost completely withdrawn English

⁴ M.K. Gandhi, "Speech at Prayer Meeting," New Delhi, December 18, 1947, *The Collected Works of Mahatma Gandhi* (eBook), vol. 98, 6 December, 1947 - 30 January, 1948 (New Delhi: Publications Division, Government of India, 1999) 73-75. Accessible online at <<http://www.gandhiserve.org/cwmg/cwmg.html>>.

⁵ M.G. Agrawal, "Ram Manohar Lohia," *Freedom Fighters of India*, vol 2 (Delhi: ISHA Books, 2008) 214.

⁶ For a detailed discussion see, Selma K Sonntag, "The politics of linguistic sub-alternity in North India," *Linguistic Structure and Language Dynamics in South Asia: Papers from the Proceedings of SALA XVIII Roundtable*, ed. Anvita Abbi, R.S. Gupta and Ayesha Kidwai (New Delhi: Motilal Banarsidas Publishers, 2001) 207-22.

⁷ Henry Hitchings, "The Globalization of English," *The Language Wars: A History of Proper English* (London: John Murray, 2011) 121.

⁸ Here is a short list of these films: *The Mistress of Spices* (2005), *15 Park Avenue* (2005), *Being Cyrus* (2006), *Bollywood Calling* (2001), *Bombay Boys* (1998), *Bride and Prejudice* (2004), *Delhi Belly* (2011), *Hyderabad Blues 1 & 2* (1998, 2004), *Mitr, My Friend* (2002), *Morning Raga* (2004), *Mr. & Mrs. Iyer* (2002), *Provoked - A True Story* (2007), *Sins* (2005), *The Last Lear* (2008), *The Other End of the Line* (2008), *The Perfect Murder* (1988), *Fire* (1996), *American Desi* (2001), *Madame Sousatzka* (1988), *Nina's Heavenly Delights* (2006) and *Midnight's Children* (2012).

channels because of negative feedback. In small towns and villages English language satellite TV channels are hardly ever subscribed to. In these towns and villages English language newspapers are never sold, not even a single copy. Local cinema theatres, except perhaps the multiplexes, no longer feature English films. Indian music in English could not make inroads into the Indian music market which is dominated by Bollywood films. Sharon Prabhakar and Remo Fernandes are a case in point. Although they started off as singers in English, they had to switch to Hindi in order to find acceptance and a market for their music. It needed somebody like Freddy Mercury or Zubin Mehta to finally make an impact on the global music scene, but these two men lived in English-speaking countries and enjoyed the attendant advantages. The above mentioned art forms appeal primarily to emotions and emotions are better expressed in one's mother tongue rather than in English. For emotions to be expressed in English it should become the language of thought and that is currently not the case. English continues to be confined to the functional domains and consequently it fails to harmoniously blend with the cultural life of the Indians.

These art forms could well have developed in English had they received the kind of support Indian Fiction in English received. But then fiction is a linguistic art and Indians are more comfortable with written English than with spoken English. English has always been learnt in India from books, processed in the brain and transmitted back to books. This might partially explain the success of the English language Indian fiction.⁹

Mother tongue advocates and their objections

An important challenge to English comes from the mother tongue enthusiasts and it can be dated back to the 1950s and 1960s when Ram Manohar Lohia, the socialist leader who countered the Nehruvian policies with powerful arguments, called for the abolition of English altogether describing it as an anti-democratic and anti-people language. He religiously spoke only Hindustani (and not the Sanskritized Hindi preferred by the orthodox elements) and exhorted his followers to speak only their mother tongue. The mother tongue protagonists' objections to English are enumerated below.

- In spite of being spoken by a small minority of people, that too as a second language, English enjoys a disproportionate significance overshadowing the greatness of the various Indian national languages each of which has not less than 1000 years of literary tradition.
- English is something of an unwelcome guest enjoying the associate official language status indefinitely with no possibility of going away.

⁹ However the large majority of these novelists have written their books with the western readers in mind and preferred to publish them abroad. In recent years the new crop of novelists such as Ashwin Sanghi, Amist Tripathi, Chetan Bhagat and Karan Bajaj have written novels primarily for the Indian market.

- Almost all functional domains -- education, administration, commerce and business, law, science and technology, domains with tremendous employment potential -- require a high degree of knowledge of English and this situation leads to “reduced functionality”¹⁰ of the mother tongues. Consequently their growth is hampered.

Indian ELT scenario

The fallout of the hostile attitude of the Indians towards English, their ideological opposition, cultural resistance and unfounded fears about their mother tongues has been devastating. The increasing assertion of regional, linguistic and cultural identities has resulted in English gradually receding from public life. And this has mounted even greater pressure on schools and colleges to teach English in the classroom context, and in the classroom context alone. The Indian ELT scenario is thus depressing to say the very least. Conducive environment for the teaching and learning of English is just not there. Educational theorists ranging from John Dewey¹¹ to Etienne Wenger¹² have emphasized the importance of the right socio-cultural environment for the acquisition of a second language. Since the socio-cultural context is missing in India students often find it impossible to practice their English language skills. When forced to achieve high grades they indulge in rote learning. The cumulative effect of all this is the formation of a negative attitude towards English. They eventually suffer from what is called ‘English fatigue,’ and take to secretly hating the language, and that further adversely affects the learning outcomes.

The way forward

Where then does the remedy lie? What then is the solution? The foregoing discussion already contains the answers to the questions I have raised. Attitudes towards English can be altered and psychological barriers removed by answering the charges against English and by putting the entire story of English in India in proper perspective. It entails going back to Macaulay again. Many people are miffed by his imperialist rhetoric and do not stop to enquire into his noble intentions. He was in fact a great human rights advocate. His purpose in recommending English in India was far nobler than it appears at first. He visualized English as a liberating force and favoured the idea of self-determination for the Indians. He said, although in a different context, that it is “...far better for us [the British] that the people of India were well governed and independent of us.”¹³

¹⁰See David Crystal, “Into the Twenty-first Century,” *The Oxford History of English*, ed. Lynda Mugglestone (New York: Oxford UP, 2006) 395.

¹¹John Dewey, *The Child and the Curriculum* (Chicago & London: U of Chicago P, 1902).

¹²Etienne Wenger, *Communities of Practice: Learning, Meaning, and Identity* (Cambridge: Cambridge UP, 1999).

¹³Thomas Babington Macaulay, “Government of India” - A Speech Delivered in the House of Commons on the 10th of July 1833,” *The Miscellaneous Writings and Speeches of Lord Macaulay*, vol. 4, The Project Gutenberg, 30 July 2012, <<http://www.gutenberg.org/files/2170/2170-h/2170-h.htm>>. eBook.

Many years later some enlightened Indian intellectuals found enough courage to accept the contribution of Macaulay to Indian education and public life. They include Sanjeev Sabhlok,¹⁴ a former IAS officer, and Chandra Bhan Prasad,¹⁵ a Dalit writer and activist who built a temple for the ‘Goddess of English’ at Banka village in Uttar Pradesh because English, which is a gift of Macaulay, in his view is an important means of emancipation of the Dalits.

Indian attitude towards English has to undergo a radical transformation. English should be democratized in order for it to find real acceptance. It should get spoken by common/uneducated people (like Urdu used to be, and still is, spoken by common people irrespective of the level of their education); otherwise, the charge that English is an elitist language will be justified. If the learners have to expend enormous amounts of energy and make great efforts to learn it, as is the case now because of lack of the right psychological/social/cultural environment, the charge of elitism will still be justified. Learning the language should not, in itself, constitute an achievement in life. Learning English should be as easy as to learn the mother tongue.

The ideological opposition to English too is seriously flawed. English is no longer seen as only the language of the British or the Americans -- it has transcended national barriers. It is truly an international language -- a *lingua franca* -- like no other language has ever been before. It cannot be seen as an instrument of oppression at all. Instead of creating barriers among people English can potentially break the barriers built by especially the institution of caste and enable the lower caste people to partake in the opportunities thrown up by economic progress.

The English vs. Indian culture debate too has no substance to it. Instead of viewing English as representing the “cultural other” and excluding it from the cultural life altogether, it will be greatly helpful to let a significant part of Indian culture develop in English as well -- in the form of music, drama, films and TV serials -- and why not? Why should English be automatically in an inimical relationship with Indian culture? We have noted earlier on that without creating a cultural context the teaching of English would be a monumental failure. ELT practitioners have often suggested that English should be adapted to suit Indian culture. Experiments in this area have not succeeded in India so far. That leaves only one option open: to allow English to embed itself in the Indian culture. It will then seep into the psyche of the learners. It will then graduate from its current status of neutral/service language to a language of culture. Cultural competence can easily supplement linguistic competence. ELT will then find plenty of what Craig Chaudron calls “authentic target language input[s],”¹⁶ rendering the teaching and learning of English an infinitely easier task.

¹⁴Sanjeev Sabhlok is the author of *Breaking Free of Nehru: Let's Unleash India*. This book can be downloaded free of charge from Sabhlok's website: <http://sabhlokcitey.com/>

¹⁵Chandra Bhan Prasad's writings can be accessed at <<http://www.chandrabhanprasad.com/index.aspx>>.

¹⁶Craig Chaudron, *Second Language Classrooms: Research on Teaching and Learning*. (Cambridge: Cambridge UP, 1988) 185.

It is not as difficult, as one would imagine, to develop authentic Indian culture in the English language. Apart from the ones I have already suggested, here are a few other easy ways of doing it.

- Write some prayers and chants in English and perform puja in English. The language of prayers and chants need not always be Sanskrit. The Tamilians use their own language, and not Sanskrit, for ritual purposes, and so why not English? English finds greater acceptance among the Christians because they have no objection to praying in English.
- Nursery rhymes can be re-written to suit the Indian context. If English music can be plagiarised by our film music directors, why not copy the nursery rhymes which are not covered by copyright? Incidentally, the Americans have no objection to teaching their children the rhyme “London Bridge is falling down.” Why should Indians have?
- Parents who want their children to learn English, and go to any extent in financial terms, should be willing to make cultural and ideological adjustments to make the learning of English easy for them.

Mother tongue advocacy groups should note that English has enormously enriched the national languages of India -- by exposing the Indian languages to new genres of literature, by enriching their vocabulary and by enormously expanding their expressive range. They should realise that their resistance to English does not stem from a language rights perspective but from an irrational fear of their languages being infiltrated, swamped and cannibalized by English. They should also note that English itself has absorbed greater part of its vocabulary from other languages and has become increasingly stronger. Indian languages can emulate the example of English and go from strength to strength. For example, Telugu absorbed innumerable Arabic and Persian words and has become a richer language. It is now absorbing English words and becoming stronger by the day. English had to struggle for centuries and borrow from innumerable languages to build its current formidable vocabulary. Indian languages are lucky in that they have a readily available language, namely English, for lexical borrowing. They are not the losers for borrowing, but winners. They are not losing their character by so borrowing. It is not possible for English to adversely affect the Indian languages. In fact English itself is affected by the Indian languages because the language one uses more often (mother tongue) necessarily affects the language one uses less often (English). In India thus a number of hideous forms of English have evolved and they are being accorded recognition by such publications as *Oxford English Dictionary*!

Conclusion

In conclusion let me state that policy makers, activists, artists, educational theorists, ELT practitioners and most importantly the parents of school/college going children should seriously ponder these issues and find appropriate answers. While attending to the specific ELT problems and challenges they should not ignore the larger issues affecting the teaching and learning of

English in India. I say this emphatically because nobody seems to be paying serious attention to these larger issues perhaps fearing that it would be interpreted as belittling the hoary Indian culture.

In order for ELT to be strengthened it will not suffice to evolve new methods and techniques, use modern technology, prepare new and better materials, improve teacher training and so on. All these will amount to basically cosmetic measures. The underlying problems need to be addressed, and addressed with all seriousness. It is more important to change attitudes towards English, remove psychological barriers and allow English to become a part of the cultural and social life of India. It should become a language of thought and emotional make-up. It is only then that English would not look alien or menacing. It is only then that English will not be perceived as a language requiring enormous psychological effort, on the part of children and adults, to learn it.

If the purpose of the introduction of English in India is properly understood, if the ideological opposition is overcome, if the contribution of English to the development of India's various regional languages is honestly acknowledged, if English is widely used in the cultural/social sphere apart from improving the conditions of teaching, ELT in India will certainly see better days, and English as a language will be more readily accepted by the Indians.

Utopian Society Depicted with an Effective Language by Mulkraj Anand in the Novel -Untouchable

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ABSTRACT:

Mulkraj Anand strongly believes that the downtrodden is not born but made. With his personal experience and also with his gift of imagination, he depicts the pathetic socio-economic conditions of the downtrodden in pre-independence India through his novels. In short, he is the angry young man who cannot tolerate exploitation of one man by another man, or of one class by another. He is a sworn enemy to all kinds of exploitation, be that economic, social or political. The monster of socio economic exploitation is hydra-headed and can assume numerous forms. The first and the strongest type of exploitation are economic. Economic order that existed in the pre-Independence India and whose remnants are found even now to some extent, allowed untold wealth and power to be concentrated into a few hands. These few powerful capitalists and zamindars could dictate very harsh and humiliating terms to the many poor. The rich and powerful had full liberty to exploit the many poor and to grind them mercilessly under the wheel of economic monopolies.

Mulkraj Anand's fictional novel "Untouchable" makes us knowing the real life spectrum of socio-economic exploitation of the downtrodden in pre-independence India. The story of the novel set in the so-called outcastes' colony of unnamed town during the British rule and is based on the life of the most downtrodden, despised and oppressed section of Indian Society, the outcastes. The present paper aims at – how the downtrodden suffer during the period of pre-independence Indian socially as well as economically in the light of the characters of Mulkraj Anand's "Untouchable"

Keywords: Exploitation, hydra-headed, indentured, plantation, crucible, artist, underdog, humanist, villain, rakshas, complement, pessimistic, medley, unsavory, cliché, niche, remnants.

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FULL LENGTH PAPER:

Mulk Raj Anand breathes a sympathy which brings a new tenderness into contemporary writing. The unforgettable incident – the premature death of his cousin, Koushalya, a beautiful nine year old girl – and a memorable movement – feeling in love at first sight with Irene, the charming daughter of a Welsh Professor of Science – are the stepping stones of subconscious transforming himself as a writer. In the crucible of imagination, humanistic values are molded in different way throughout his research work. He strongly believes that philosophy is only solution to understanding the economic problems posed by human needs.

Mulk Raj Anand has different shades – as great scholar, a teacher of king dynasty, a novelist, a social reformer, a civil servant, a thought provoker, a journalist, a politician, a humanist, a strong writer, a literary story teller – make him produce many useful and outstanding works that expose sufferings of suppressed and oppressed, depressed and downtrodden. Consequently, he proves himself as a versatile genius, an optimist, a humanist, a profound thinker, a moving speaker, an able organizer, a capital storyteller, and a literary architect through his thought provoking and worth reading novels. In short, his novels are nothing but a medley of different shades. He depicts the lives of the poor and the downtrodden in his novels. He is one of the three pillars of Indian writings in English, Raja Rao, and R.K.Narayan being the other two. These writers, through their writings, tried to bring respectability and identity to Indian English Literature. These writers made a sincere attempt to articulate the subdued feeling and suppressed soci-economic emotion of their countrymen.

As Sorokin points out in his “Reconstruction of Humanity”, Mulkraj Anand confirms that man should acquire spiritual awareness for the welfare of humanity. Basing on the philosophy, Anand has, rightly, selected the path of fiction to disclose the inequalities among the mankind and sufferings. Being a prominent figure in the colonial and the post-colonial Indian writing in English, Mulk Raj Anand reveals a blend of idealism, socialism and a keen perception of the contemporary social issues through the novel “Untouchable” that culminates in a tragic clash of interest and destinies.

Bengali novelists like Sharath Chandra and Rabindranath Tgore made an Endeavour to bring in a note of realism in their works. The trend was continued by the trio. The novelists

gathered courage to voice the sufferings of the people under British rule and also under the pressure of out dated customs and oppressive tradition. The society had been reeling under the yoke of slavery for the past hundreds of year. Age old practices of discrimination on the basis of caste and class continued to separate man from man. The society suffered at different levels and at all levels but could not think of uniting regardless of any bias, under one banner of humanity. Early in life, his intimate contact with the suffering underprivileged and the myriad levels of Indian masses with their differences of caste, creed, and colour seem to have implanted in his mind profound impressions about ‘the still sad music of humanity.’ His research in philosophy has immensely contributed to his humanism; and as he admits in his “*Apology for Heroism*”, his research was, indeed, ‘search for truth’.

In Pre-independence India the downtrodden – so called untouchables - suffered from economic hardship because they lived in mud-walled cottages huddled in a colony and the people who lived there were the scavengers, the leather workers, the washer men, the barbers, the grass-cutters, the sweepers and other outcastes. The conditions which the downtrodden is enforced are really shocking though one can only share their aches and agonies. Their plight is so dire that even for the fulfillment of the basic needs like water and food; they had to depend on the mercy of high-caste Hindus. This novel is a faithful record and a transcription of the pathetic plight of the downtrodden who were subjected to immitigable social indignities only because of their lowly birth.

The girls of downtrodden did not have security in the period. They completely suppressed and exploited by the high-caste Hindus. This is heart touching incident depicted by Anand. Moreover, it is a microcosm to social status of the downtrodden - Sohini, Bakha’s sister, had to go to the community well to fetch water for her tired and thirsty brother. She had to wait near the well for a long time putting up with the lustful men. One of the Hindus, Pandit Kali Nath, drew water for her and called her to his house to clean the courtyard and tried to molest her. But when she shouted to protect herself, he cried out “polluted”, “polluted”. Bakha arrived at the scene only to remain a mute witness, though his first thought was to beat him up. He desperately went home and told his father: “They think we are mere dirt, because we clean their dirt”.

The downtrodden faced humiliation each and every step of their life. Bakha had a few *annas* (coins) and wanted to buy some sweet to eat. He asked the shopkeeper to give him jalebis for four annas. The shopkeeper cheated him and, though Bakha knew it, he could not complain. The confectioner threw the packet like a cricket ball, placed the coins on the shoe-board for his assistant to splash some water on them and Bakha walked away embarrassed. As he was eating the sweet with delight, he touched a man without his consciousness. The touched man abused him, gathered a crowd around him and said that he should have warned him of his approach as: “Posh, Posh, sweeper coming” Suddenly one child said that he had beaten children. Though Bakha tried to defend that it was a lie, nobody voiced support him. “To Bakha, every second seemed an endless age of woe and suffering. His whole demeanour was concentrated in humility,

and in his heart there was a queer stirring”. The touched man slapped him and disappeared. Bakha lost his humility for a while but self came to him later when he realized that he was an untouchable.

Oppression and exploitation of simple village downtrodden, presented in the novel, and highlights the kind of economic exploitation. In his well-known essay, “*The Story of My Experiments with a White Lie*”, he explains the profound impact Gandhi made on him during his stay at the Sabarmati Ashram. He particularly mentions that Gandhi “exhorted devotion to the poor”. After the spiritual experience of the Gandhi Ashram, he says, “I began to dream of writing only about the poorest of the poor human beings, who I had known specially was I inspired to brood on the castaways.” “Two Leaves and a Bud” is the heart reading experience of Gangu, a worker in the Macpherson Tea Estate, in Assam. The European bosses pester and exploit the labourers. Gangu and his family suffer much: his wife, Sajani, becomes a prey to malaria; and he himself faced death at the point of Reggie’s gun in his attempt to save his daughter, Leila, from the clutches of the lust-blind Reggie. Goronway Ree quotes ‘with great skill and without insistence, Dr. Anand shows the Indian coolies exploited, starving, cheated, dirty, diseased, as the true heirs of one of the world’s greatest civilization’.

Premila Paul in her thematic study of the novel says that this novel portrays, “the yawning hiatus between the haves and the havenots, the exploiter and the exploited and the rulers and the ruled.” The capitalistic exploitation widens the gap between the rich and the poor. This novel is an example of how the capitalistic exploitation kills the life of the poor labourers

Finally, Anand is considered to be a doyen of Anglo-Indian literature. With him India has received an unceasing champion of the cause of the poor. His writings arrest the critical attention of the learned people towards the inhuman miseries and unjustified conditions of the downtrodden and deprived of Indian society. His humanitarian approach and altruistic attitude have always impelled him to use his mind and art for the sake of social welfare. With his literary power and perspectives he has tried his best to spring up the healthy human values and a radical social transformation in our human society in which the haves and have-nots both can enjoy happily the bliss of human life on the same footing s of fraternity, peace, love and justice. Margaret Berry observes: “Anand’s attacks, on political as well as social and economic institutions are carried out mainly on behalf of India’s poor, in the efforts to destroys forces inimical to their development, and to build a world of freedom and equality where human potential can flourish”

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Language, Society and Other Issues

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Introduction:

Language plays an important role in human life. Out of all the languages in the world, English is considered as the international language. There are some reasons why English is so important and many people attempt to learn it. I'd like to share the reasons in my point of view.

Importance of English language.

India is a developing country and everyone has to learn English because today everything seems to be English. When we consider about education in India, children are forced to learn English starting at preschool in order to make their English better. English is added as a compulsory subject in O level examination and in A Level examination in Indian universities are conducting almost all the studies through English medium. After completing a university degree it's time to take up a professional course and of course those professional courses are in English medium. So I think you have to have a very good knowledge of English to be educated and to shine in the society.

Objective of the study of English:

The next fact I'm sharing with you is finding a job in this competitive society. Every boss is looking for qualified, talented, smart and confident employees. For example if you apply for a high class job and when you go for the interview, do you know what kind of employees are going to be hired up? Obviously as I mentioned above qualified, talented, smart and confident employees with fluent English. Why English is so important to find a job? Because we already know that people deal with others in English language especially in the business world, scientific world and other.

So what my point here is that you can't get a pretty good job or a promotion without knowing proper English.

Communication:

How do we communicate with others people in foreign countries who do not speak our mother tongue? The answer is using English because everyone knows at least a little English. English helps to raise up tourism because its easy to communicate with the foreigners. Just think about how hard it would be to keep tourism in each country if tourist guides and the tourist didn't know at least a little English. English language makes the things go easier that's what I think.

Books! A massive quantity of books is written in English language so you must know the English language to gain some knowledge, to learn something new or to read more.

Even Sinhalese books are translated to English language so that foreigners can read and enjoy and on the other hand foreign books which are not written in English are translated to English language so that anyone who knows English well can read those books too.

The final reason is internet. All most all the information sharing on the internet is in English so you must know better English to understand what is it all about and also to communicate other people via internet. In conclusion, I must tell this, if you want to go ahead in your life and in your stream you should learn English so that it would be easier to reach your achievements. That is how English plays a major role in our life. The material is organized into three sections (the three rubrics already mentioned) as follows: He describes language maintenance by the dominant linguistic group are to be taken into account in a system that favors English-dominant bilingualism.

English is ideologically neutral and functionally non-competitive. Since it is obvious that some people do not do as well in English than others, those who don't will suffer. English, therefore, is to blame, since "the negative strand of the [Hege lian] dialectics motivates [sic!] the English language to create a discourse that legitimizes the "institutionalization of inequality" and so on. I suppose the dilemma here is that differential proficiency in English controls access to power and privilege. English "imperialism" is a popular topic in some quarters; to me the culprit is not English.

. English as imperfectly learned, deficient, or even just different, is no longer true, if it ever was, and that if it is to function as a dialect of English, which it in fact is (being the first language learned .it cannot be categorized any more by the deficiency model. Since Singapore English has now expanded (and is constantly expanding) into new roles, such as the imaginative/innovative, the interpersonal, the informative, and the representative, it can no longer be relegated to a subservient role.

This does not mean, of course, that Colloquial English (CSE) will be used as a medium of instruction in schools, will be written and codified, and or given a formal place in the educational system. But the existence of a diglossia must be recognized, and the functional domains of the diglossic varieties admitted, such as early use by elementary teachers, use of CSE for informality and solidarity, and its use in creative or personal domains. Indeed, what is challenged is the pedagogical mode l itself, since adherents of the BANA (British-Australian-North American) norms only tend to use an authoritarian teaching style, with instant error-correction, the teacher as paragon of rectitude and correctness, and so on.

Human Language and Communication have the following properties:

1. Displacement
2. Arbitrariness
3. Productivity
4. Cultural transmission
5. Discreteness
6. Duality

Definitions and Properties

The following definitions may be offered to students to provide an idea of the wide areas Language Studies can encompass:

- a) "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols." (Edward Sapir)
- b) The language of a class or social position is potentially a prison-house, "a sealed-off and impermeable monoglossia." (Mikhail Bakhtin)

The present paper throwslite on the effect of Culture and Society on Language

Language is a social phenomenon. It is a part of our social world. According to K.L. Pike (1957), it holds the key to "social nucleation". A language can tell us a lot about what is important in a particular culture. For example, if we look at the vocabulary of a language we find a great deal of elaboration in words describing certain phenomena, while in other areas there is no any elaboration at all. The Eskimo language, for example, has a vocabulary rich in words describing details of the Arctic environment. In one Eskimo language there are 12 separate and unrelated words for wind and 22 words for snow. That means 22 different kinds of snow are recognized in the Eskimo culture.

Indian Subjects:

Sample 1:

Infosys, Bangalore: An employee applied for leave as follows: Since I have to go to my village to sell my land along with my wife, please sanction me one week leave.

Sample 2:

This is from Oracle Bangalore: From an employee who was performing the "mundane" ceremony of his ten year old son: "As I want to shave my son's head, please leave me for two days".

Sample 3:

Another gem from CDAC. Leave-letter from an employer who was performing his daughter's wedding: "As I am marrying my daughter, please grant a week's leave".

Sample 4:

From H.A.L. Administration Dept.:

“As my mother –in –law has expired and I am only responsible for it, please grant me ten days leave”

Sample 5:

Another employee applied for half day leave as follows: “Since I have to go to the cremation ground at 10 o’ clock and I may not return, please grant me half day casual leave”.

Sample 6:

Another note:

“Dear sir: with reference to the above, please refer to my below...”

The peculiarities of Baboo English lie not in the grammar, but in the style. It may be argued that English men and women make equally ridiculous mistakes when using Hindi or other Oriental languages. This only applies to those who have picked up scrap of vernacular from native servants and who do not profess to understand the idiom or grammar of the language. On the other hand, several of the accompanying productions have emanated from men who have passed the university examination in which English is a compulsory subject, and who therefore should be able to write and speak it correctly. In most of the offices, the clerks deliberately copy a draft of a native English clerk in which he has carelessly omitted or misspelled certain important words. Occasionally, there are some amusing exceptions of such mistakes. In railway work a tool called ‘Jimcrow’ is used for bending rails. An inspector, who wanted one of these implements, telegraphed to the engineer, but the telegraph clerk took upon himself to alter, what he thought was a nickname and ordered ‘James crow’ to be sent! A government official once telegraphed for “6 bamboos male, 6 feet long, and 3 inches thick”, but the telegraph clerk misread one of the words and substituted ‘Baboos’ for ‘Bamboos’, without noticing the absurdity of message, and the addressee was rather astonished at receiving an order for “6 Baboos, male, 6 feet long and 3 inches thick”! Thus, amusing mistakes are committed occasionally.

These clerks use limited number of cliches (such as “do the needful in the matter”, “better imagined than described”) in an absurd manner in which long and sometimes obsolete words are used in place of those of ordinary and everyday use. Beside clerks, Baboo English is also used by schoolteachers of rural origin and other Class III and Class IV employees of government concerns.

Baboo English and Butler English, born about 200 years ago in slavery, are reduced and simplified varieties of English language as compared to Standard English. The Indian Baboos actually try to express their Hindi sentiments in a more prestigious language. Butler English functions as link language in domestic situations and has as its companions other varieties of English such as Chinese Pidgin English (spoken by Chinese servants and British employers) and Tay Boy (the pidgin French of Vietnam). Both Butler and Baboo English have been dismissed as

sub-standard varieties of English. The remaining varieties of English language, such as Pidgin English, Boxwallah English, Cheechee English have been considered as hotchpotch varieties of English as they are always measured against the contemporary version of the native English model. These varieties of English may not be able to hold out for long in their interminable battle against the standard Indian English.

Thus various types of English is spoken in this world's oldest, largest and the most tenacious plural society regionally varied with specific social formations, cultural patterns and value structure. And it is this English language (although in its various forms) which contributed a lot in the national movement for the liberation, in providing an all India platform for articulating the value inherent in composite culture together with the promotion of science, technology and the rationalistic temper.

By the end of the nineteenth century with the establishment of five universities at Bombay, Calcutta, Madrass, Allahabad, and Lahore the obvious encouragement of English was observed. English became a 'prestige' language in comparison to the Indian languages. English since then has come to acquire a central position in the Indian social hierarchy, serving a variety of purpose in a variety of situations, for a variety of people.

English with the influence of number of Indian language for a very long time has acquired a local Indian colour. The coexistence of Indian languages and English has subsequently resulted in the Indianization of English and Anglicization of Indian languages. Consequently, one finds a new variety of Hindi/Tamil/Telugu/Marathi and so on, and correspondingly the new varieties of English such as Hindi English, Tamil ,English, Telugu English, Marathi English, etc. A majority of the English using society is bilingual or multilingual where process like borrowing, code switching and language switching from English into Indian languages are quite common. These processes form the code repertoire of the bilingual users of English. It is used in cross-cultural and cross religious context. Indians are bilingual in the sense that they are using English as a complementary language in typically Indian context. As a medium for interstate communication, English has been used as a lingua franca both before and since India's independence. Code switching has a major contribution in the formation of Indian English. In the development of distinct Indian English three grids mainly, the cultural, the linguistic and the pragmatic, primarily determined their deviation from the native varieties of English (Kachru, 1986).

In cultural anthropology we find that our language determines the way we order our universe. This does not mean that people speak the same language differently perceive things differently but rather they tend to arrange the things they perceive in different ways according to the type of language they speak. This is something that varies from one culture to another. We have surpassed all other languages of the world and accepted the English language as an international language but we speak it in our own way. We never mind to switch over to Hindi in the emotional situation or in a family domain. In order to bring uniformity a Standard English should be promoted. There have been rigorous attempts by all educational institutions to promote the teaching and learning of English throughout the country. The efforts should be made at

primary level otherwise the language will not come out from the grip of culture and society and India will continue to speak different varieties of English.

Conclusion:What we must conclude, however, is that over time there has been an abandonment of the ideal of bilingualism for all. Instead, by the end of the millennium, only an elite will be effectively perfectly bilingual, and others will show higher proficiency in English than their mother tongue (i.e. will be English-dominant), while still others may not have obtained proficiency in English to access anything other than menial jobs. This is a sobering message for the advocates of bilingual education everywhere.

Practices in language education may vary by region however the underlying understandings which drive it are fundamentally similar. Rote repetition, drilling, memorization and grammar conjugating are used the world over. Sometimes there are different preferences teaching methods by region.

The study of language and communication has evolved over the years and newer areas have to be systematically incorporated into the teaching of the subject to young students. I have also benefited from and used classroom discussions and presentations made by my students over the last few years of teaching.

The provocative study of relationship of language, culture and society in the Indian context, however, deserves further investigation. No other country affords so much opportunity for this kind of study as India. There is a great scope for in-depth studies on languages— Particularly Indian languages and their influence over English language— from a sociolinguistic orientation. It will answer the interesting questions with regard to the underlying bilingual competence and educational efficiency. The status and culture of the society would be of considerable importance in making predictions about the future status of languages they speak.

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INDIAN ENGLISH IN NEWSPAPERS

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The study of Indian English in newspaper entails the advantage of getting to know in right perspective the lexical structures of both Indian English in newspaper and Indian English speech situations. Indian English usage is deviated from standard British English. The phenomenon of Indianization is unique and that Indian English has deviated from other Englishes. Even though newspapers have functioned as media for communication since long linguistic researches in the language of newspapers have not been extensive.

Lord Macaulay occupies a singularly important place in the history of India. As a distinguished historian, he offers many historical parallels to plead for the study of English in India. In the history of India since 1840's English books and English newspapers were sold more than the regional books and newspapers. However, even today Indian English newspapers reflect socio-cultural and linguistic constraints.

The newspaper language is a complex socio-semiotic code of mass communication. Language is the most effective communication system of signal 'social reality' or 'culture' is a system of systems, transmitting message either through individual text units or by cohering individual text units into well-knit-discourse blocks. Language is characterized by its highly organized system of human communication, which derives its effect from the core pattern of message organization. Message in a text is realized essentially in terms of logical grammatical structure (SVO pattern) and semantic (clausal, elemental organization) a matrix, which is a set of subsystems pooling to the core system of language as a network of communication. Semantic organization may broadly be categorized into two subsections: clausal organization and thematic organization.

Newspaper consists of texts of various kinds of different authorships. In terms of functions, it is addressed to a wide range of communicative requirements such as reportage, article, reader's letters, notices etc. It shows a criss-cross pattern of the language of professionals as well as non-professionals. Journalist the professionals have naturally a major contribution to the make-up of newspaper style. Reader's non-professionals contribute to it in no small measure.

This paper focuses on four registral varieties of Indian Newspaper in English as news stories, editorials, letters to the editor and Matrimonial advertisements. News heading aims at rough summary of the contents of the news item. Editorial heading are designed to focus than summarize. News follows 'abbreviated clause structure.' Editorial headings often consist of a noun or noun phrase or nominal clause in isolation.

Letters to the editor is written often as a sequel to what has already appeared in the newspaper or by way of seeking someone's attention to an individual problem. The core type

structures in the above make a reference to event, thus refers to an article, to the information content of a comment. News headlines generally opt for SVO, SVA, and SV core types as they effectively identify and carry the ‘peak points’ of the news story to follow.

Eg: Congress retains Delhi (SVO)

News headlines show a close structural proximity to the register of advertisement in their preference for verb less clauses mostly of SVA core types.

Trial of strength for Congress (S (V) A)

This is not to suggest that the news story will always invariably give a complete coverage of the news, which is largely dependent on the amount of information the reporter is able to commit himself to with reasonable certainty. Editorial headings are mostly NP structures. Only a small number of Editorial headings had a clause structure all of them were verb less S (V) A.

Politics is a mess.

Menacing Trends in Kashmir.

The verb less clauses is not designed for verbal economy but to put the information focus on the clause elements with greater meaning potential.

Newspaper language, being information oriented, not only skips elements of low-information value but also expects of low information value, which are not too difficult to trace from the context. This is a device to gain information focus more than verbal economy.

The frequency of occurrence of SVO core type was found to be as high in National dailies where ends of greater communication to a larger number of readers would require news to be a lot explicit with details even if it means syntactic complexity. The provincial dailies are generally addressed not only to a different type of news but also to a different type of readers. News of provincial dailies records almost an even pattern of choice for core types SVO, SV and SVA which underlines the general absence of the element of high information value.

Matrimonial Advertisements stands out typical in newspaper code by their closed choice between core sentence types SVA and SVOA. Here, also as elsewhere in newspaper code, elements of high information value relevant to the register determine the choice of core sentence types. Matrimonial captions at the top of the page or column exist as ‘wanted brides/grooms’, even the logical necessity of verb and object in the text hardly exists. Even non-journalists who write up advertisement include these elements in the text rather characterized by verb less or non-finite clauses.

Actually fair-complexioned, beautiful.....girl...for a handsome, smart.....Executive...[s (v) a]

A beautiful, charming, 22-26, double graduate, moderately modern any three suffice amiable, 29, lively, sincere Brahmin Maharastrian.

This sentence, a verb less clause having embedded clauses, fails to clearly identify as to who wants whom-whether 'A beautifulmodern seeks 29.....Maharastrian' or vice versa and for whom the three conditions would suffice.

Further ambiguity is caused by the absence of preposition 'for' before 29. Advertisement shows complexity of Noun phrase. Since the function of object in Advertisement is generally to state the obvious, that is to invite 'Matrimonial proposal correspondence' and is thus marked by low information value, object is often skipped by the reader.

The lexical register of Indian English in newspaper is prominently featured through its collective patterns, which also reflect those of Indian English living speech situation to a considerable extent. The lexical structures of Indian English in newspaper have so far been studied predominantly in semantic terms and in those of collective pattern of lexical items each of which having an overlapping relevance and significance. These lexico-morphological strategies are indeed 'Indianism;' not confined to Indian newspaper but extends beyond to the overall Indian English speech situation. These devices are noticeable more prominently in news of provincial dailies.

Quite often a language undergoes linguistic economy in a non-native communication situation for lack of requisite performative skill of the participant, or as a result of his linguistic laziness. The distinctive syntactic features of Indian English in newspaper are revealed in terms of core sentence types, are those typical in Indian English newspaper. Indian English is marked for its syntactic deviations. In fact Dialects retain a grammatical core characteristic of their language family. Sentences generated by dialect specific rules might look odd but are not normally unintelligible.

To sum up the Indian newspaper in English prominently highlights the features of Indian English 'living' speech situation and Indian socio-cultural reality. The code of Indian newspaper in English is basically information oriented. This is revealed in the choice pattern of core sentence type's structural complexity, thematic organization and lexical structures. The difference between national and provincial dailies is generally one of distribution and frequency of the core sentence types or structural complexity or thematic organization. Socio-cultural and linguistic constraints have a pervasive impact on Indian newspaper in English Native items have of course a crucial function to reflect the region-religion-caste-etc-structure Indian society.

CLASSROOM IMPLICATION IN INDIAN CONTEXT

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Introduction

Defining Language & Society any group of People drawn together for a certain purpose is a society and language is what the members of a particular society speak, for communicative purpose, a means of communication. Functions of a language are communicating information and establishing contact between people .Sociolinguistics is the subfield of linguistics that studies the relationship between language and society, between the use of language and social structures in which the users of language live. A first language also known as native language or mother tongue has learned from birth.

Relation between language and society is language is principally used to communicate meaning and ideas, but it is also used to establish and maintain social relationships. Users of the same language in a sense all speak differently. There varies slang difference. One's social background determines their choice of language. Language itself reveals information about its speaker mood. Language in a society especially lexicon reflects both the physical and the social environments of a society.

Review of Literature

Language as social practice

An understanding of language as 'open, dynamic, energetic, constantly evolving and personal' (Shohamy, 2007:5) encompasses the rich complexities of communication. Language is not a thing to be studied but a way of seeing, understanding and communicating about the world and each language user uses his or her language(s) differently to do this. People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate (Kramsch, 1994). Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others and to engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world (Svalberg, 2007).

Language as system

Language as system enables the language user to combine phonemes to form words, words to form phrases, phrases to form sentences, and sentences to form spoken or written texts—each unit following its own rules as well as the rules for combination. Crucial to understanding language, then, is the idea of *system activity*. Language as system, however, is much more complex than the description so far may lead us to believe. A true understanding of the complexity of language requires a robust method of analysis. More than anybody else in the modern era, it is Chomsky who has persuasively demonstrated that language as system is amenable to scientific analysis and, in doing so, he has elevated our ability to deal with language as system to a higher level of Sophistication.

Language as Discourse

In the field of linguistics, the term *discourse* is used to refer generally to “an instance of spoken or written language that has describable internal relationships of form and meaning (e.g., words, structures, cohesion) that relate coherently to an external communicative function or purpose. Halliday views from a functional perspective, he sees three meta functions or macro functions of language: the ideational, the interpersonal, and the textual. The *ideational function* represents the individual’s meaning potential and relates to the expression and experience of the concepts, processes, and objects governing the physical and natural phenomena of the world around. The *interpersonal function* deals with the individual’s personal relationships with people. The *textual function* refers to the linguistic realizations of the ideational and interpersonal functions enabling the individual to construct coherent texts spoken or written. For Halliday, language communication is the product or the result of the process of interplay between the ideational, interpersonal, and textual functions of language. Through this interplay, the meaning potential of language is realized. Learning a language, then, entails “learning to mean. Communicative competence consists of grammatical competence as well as sociolinguistic competence, that is, factors governing successful communication. Hymes (1972) identified these factors, and has used an acronym SPEAKING to describe them:

S etting refers to the place and time in which the communicative event takes place.

P articipants refers to speakers and hearers and their role relationships.

E nds refers to the stated or unstated objectives the participants wish to accomplish.

A ct sequence refers to the form, content, and sequence of utterances.

K ey refers to the manner and tone (serious, sarcastic, etc.) of the utterances.

I nstrumentalities refer to the channel (oral or written) and the code (formal or informal).

N orms refers to conventions of interaction and interpretation based on shared knowledge.

G enre refers to categories of communication such as lecture, report, essay, poem, and so forth.

Characteristics of Language.

1. Language is non-instinctive. It is not genetically transmitted, but culturally transmitted. For example a child born to Telugu-speaking parents, but brought up by English foster parents will speak English not Telugu.
2. Language is primarily verbal and vocal. Writing came later as a means of recording speech.
For example there are several languages in the world which do not have a script.
3. Language is species-specific. I.e. only human beings can learn languages.
Ex. Geographical regions play a great part in forming the speech organs leading to articulation difference.
4. Language is open ended. New words are being constantly added to meet new demands.
Ex. Words such as sputnik scud were un known in Shakespeare's time.
5. Language is complex. Machines cannot replicate the human capacity to learn language.
Ex. Computer translated the phrase out of sight, out of mind as invisible idiot.
6. Language is productive. We can produce numerous sentences, based on a given sentence.
Ex. Given a sentence such as John ate an apple, a native speaker can produce a number of sentences.
7. Language is symbolic. Each word symbolizes some meaning.
Ex. In religious hymns each word is symbolized to some meaning.
8. Language is systematic. There are rules which help us to master language quickly and easily. For example. The little girl followed the lamb.
The lamb followed the little girl.
9. Language is creative. Human beings can create new utterances which have never been heard before.
Ex. The TV ads can be experimented with. The students may be given a popular ad and asked to generate Varied versions of it in teams of three. This is bound to develop togetherness and teach the skills of task sharing and completion. For those who are shy, a written version is adequate but the more confident can act out the ads in the room, creating warmth and laughter in the class.

CLASS ROOM IMPLICATION

Communicative language teaching for the first year B.Tech students, ELCS lab under JNTUH prescribed syllabus. To develop LSRW skills the University of JNTUH prescribed syllabus to enhance more employability opportunities in to various sectors.

The students are from various backgrounds and regions. All of them are above average and average students in their speaking skills. Most of them face L2 problem and mother tongue influence a lot. Communication skills lab provides a good platform for the pupils. Immediately after orientation day from the first week of the classes, practice start with self introduction, this interface helps a student to share their views and hobbies. As per the international phonetics association stated principles that 1. Foreign language study

should begin with the spoken language of everyday life. Pupils learn this through role play/situational dialogues, debate, telephonic skills, giving directions which they face every day in their life. 2. Pupils must be familiarized with the sounds of foreign language conventional spelling is postponed. Pupils learn this through introduction to the sounds of English, vowel sounds, consonant sounds. 3. The most common sentences and idiomatic expressions must be introduced at a first stage. Dialogues descriptions and narratives will follow in a natural, easy way. Pupils learn this through stress and intonation. Narrations take place through oral presentations –prepared speech and extempore, JAM, where time limitation is given for presentation. 4. The foreign language meaning must be explained with direct reference to objects or concepts and not to the native language. Pupils learn this through describing objects/ situation/ People, where their creative levels are shown. A situation is given and asked to respond in different ways. While speaking about people they come with their favorite ones such as cricketers, pop stars, film stars, even their parents. 5. When writing is introduced a sequence is recommended from reproduced text to free composition. Pre task given for them in class a week before to collect the data from different sources. Pupils are made into small groups according to the length of the class. Passive learners are clubbed with active learners in order to improve their skills.

Methodology

Inductive method is used. Real life situations are the best to implement in the class. Slow learners will improve a lot. The teachers should take on the roles of facilitators and encourage students to be proactive in using language in its oral and written forms.

Findings

Pupils those are shy improved a lot. Pupils those are over enthusiastic say fantasy stories. Good result found at the end of the year by testing their LSRW skills.

Conclusion

Teachers' responsibility lies not only with the average and above average students but also with below average/slow learners. In short, a good teacher has to handle classes for all the students in a classroom. Individual attention will solve all kinds of problems which arise while taking classes. As a remedial measure, slow-learners should be given extra coaching and counseling. If a student errs in a class he/she should not be scolded or punished for his/her misbehavior in the class itself. This will make them weaken psychologically. Instead, call such students individually after class hours are over and provide valuable advices and counsel them the significance of college life. This will create a congenial relationship between staff and students.

It is high time that teachers of English take a re-look at their functioning, examine their curricula and materials to assess their relevance and utility in teaching ELCS to the engineering stud

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ENGLISH, STILL A FOREIGN LANGUAGE FOR RURAL STUDENTS IN INDIA

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Introduction:

It is irony that on the one hand English Language occupies an important position in India, as an associate official language, a link language, a library language, a language of Science and Technology, in a word, there is no dispute in contending that the people want to improve their social and economic status by learning English, and on the other hand the people who live in the semi urban and rural areas still consider English a foreign language.

Growing demand for English language:

English language is no longer confined to the elite and urban classes in the global environment and has become a symbol of empowerment for all. India's liberalised economic policy 1990 paved a red carpet to the private sector that accommodates majority of the workforce. It is now necessary for all Indians, irrespective of caste, social class and region, to learn English language in order to attain interstate and intrastate communication without which it seems impossible to enter the private sector. English is a passport for them that opens the gates of opportunities in India and abroad.

“Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression.” (Graddol 2010; 120)

The variety and range of English teaching in India:

There is a great variety and range in English teaching situations in India and they may broadly be categorised in terms of (a) the teacher's English language proficiency (TP) and (b) the exposure of pupils to English outside school i.e. the availability of English in the environment for language acquisition (EE). (The reference for these parameters for school classification is Kurrien 2005.) Thus identifies the four types of schools below.

1. ↑↑TP, ↑↑EE (e.g. English medium private/government-aided elite schools) proficient teachers; varying degrees of English in the environment, including as a home or first language.
2. ↑TP, ↑EE (e.g. New English medium private schools, many of which use both English and other Indian languages): Teachers with limited proficiency; children with little or no background in English; parents aspire to upward mobility through English.

3. ↓TP, ↓EE (e.g. Government-aided regional medium schools): Schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of backgrounds.
4. ↓↓TP, ↓↓EE (e.g. Government regional medium schools run by district and municipal education authorities): they enrol the largest number of elementary school children in India. They are also the only choice for the urban poor. (Who, however, have some option of access to English in environment.) their teachers may be the least proficient in English of these four types. (Kurrien 2005 quoted in NCERT 2006:9)

Further,” The majority of schools run by the Government (90.93 per cent) and Local Body (89.55 per cent) are situated in rural area..... (7th AISES, NCERT. 2006).

The categories 03 and 04, situated mostly in the rural areas, offer English language education to the students who have no background of English language and are taught by the English language teachers with little proficiency. This affects to a great extent, and the students develop a sort of alienation from English language and opine that the language is above their reach.

Methods of English language teaching in India:

Traditionally, English was taught by the grammar-translation method. In the late 1950's structurally graded syllabi were introduced as a major innovation in the state system for teaching English. Later, there came the communicative method, introducing variety and learner's involvement.

But in the third and fourth categories of schools mentioned above, the traditional method of grammar and translation is being used by the teacher due to various reasons which makes the learner a passive listener of what is being taught. Even without understanding the meaning of the text, the students tend to memorise the answers in order to get through the examination. The students would not realise the loss until they are exposed to an educated environment in the urban area that they come across in the course of their study and feel a sense of inferiority complex due to their poor English language skills before their peers in the class.

The division between urban and rural areas:

Private schools, in urban areas are teaching English with technical aids and making the students excel in the language skills whereas in rural schools, where no aids are provided except a blackboard, it is a Herculean task for the English language teacher to make the students understand the lessons that are devised keeping in view the latest technical developments in the language.

In this context the remarks of The National Knowledge Commission (NKC) are worth mentioning,” There is an irony in the situation; English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which

makes for highly unequal access. Indeed, even now, barely more than one percent of our people use it as a second language, let alone a first language....” (GOI 2007)

Lack of facilities:

“The recognised primary, upper primary, secondary and higher secondary schools having electric connection are found 15.99%, 44.21%, 69.19% and 89.66% respectively. This per cent distribution in rural area schools is found to be 10.93%, 32.27%, 59.31%, and 82.87% respectively.” (7th AINSES, NCERT)

“The seventh survey data reveals that even a large number of schools do not have adequate number of blackboards: of the 43,85,877 sections in schools, only 35,25,937 have reported usable blackboards (80.39 per cent). The corresponding figures for rural and urban areas are 76.78 per cent and 96.31 per cent respectively.”(7th AINSES, NCERT, 2006.)

Of course, the data for the 7th All India National School Education Survey was collected in 2002 and in ten years span things might have changed. But it is too optimistic to think that all the facilities are provided to the schools managed by the Government and Local Bodies during this period. Though the Government has taken necessary steps to provide facilities, particularly to the schools in rural areas, by allocating huge funds to the Rajiv Vidya Mission Project, it takes some more time to equip all the schools. Hence, lack of facilities can be considered one of the major reasons for the backwardness of the rural students not only in English language but also in the remaining areas of their study.

Conclusion:

“Meaningful language education requires teachers who are skilled and knowledgeable as well as contextualised materials (print and others). But an enabling English language environment in the schools also needs to be ensured.”(Meghanathan. D.2011)

As it is almost impossible to provide English language teachers who are proficient in the language to each and every school in rural area, the existing teachers may be given orientation periodically on the new patterns of teaching English and supplied the material that can be used in the classroom.

Text books should be prepared in such a way to enable the teacher to develop a student friendly environment by utilizing the available resources and the activities in the text are designed in such a way that a curiosity should be developed in the student to learn. The more the input material is given, the more the output can be expected from the students.

An enabling English language environment should also be created. In this aspect we have to follow the old saying, ‘Slow and steady wins the race’. Students should be given simple words and sentences that they use in real life situations. The situations should be created in the classroom by role play and by creating the same situation for a number of times; the student will

automatically deliver the words and sentences that he had learnt whenever and wherever necessary.

Evaluation pattern should also be changed and latest evaluation methods should be implemented in such a way that it has to test the language skills of the student but not his memory power.

As it seems almost impossible to provide Audio Visual Aids like projector and computer with multimedia provision, to rural schools in near future, it is better to develop Mobile Applications covering the syllabi and supplied to the English language teachers along with text book to use in the class room as Mobile Phone became a part and parcel of everyday life and it can be used in the class room for activities like listening a poem prescribed for their study, looking at the images for nouns. Of course, teaching a lesson using a Mobile Phone may take some extra time to cover all the students in the class and involves the risk of the teacher but no other way is there to provide Audio Visual Aids to rural students.

“But NKC believes that the time has come to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society.” (GOI.2007. National Knowledge Commission.)

English language learning should be carried like a mission and the English language teacher has to play the crucial role in developing the four skills of language to the rural students with a sense of social responsibility. Then only, the flowers of knowledge and development, be showered on rural and urban alike.

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“The Role of Teacher in Teaching English: A Study”

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INTRODUCTION

The teacher is typically a ‘Constant’ in the throughput of different students in the institution, and works in different students in the interface of several systems – the classroom, the school, the educational environment – all of which affect a teacher’s professional attitudes and behavior.

The teacher as a synthesizer of all the aspects we have covered, as a professional who has to make serve of the decisions, opinions and perceptions of many different people.

The concept of ‘role’ and explore its possible dimensions for English Languages teachers in general. We then go on to look particularly at the teacher’s class room role, focusing on the implications of innovation and change in materials and methods. These two sections, in other words, will be concerned first, sections, in other words, will be concerned first, with contextualizing ‘role’ and, secondly, with differences overtime. Finally, a number of issues to do with the training and development of teachers will be raised, including a brief survey of the growing importance of teacher-research in ELT.

THE TEACHER’S ROLE

A few notes of a teacher in a regular working week.

- ✓ To create a good human being to society.
- ✓ Preparing time tables.
- ✓ Spending a certain number of contracted hours in class.
- ✓ Preparing materials and hand outs.
- ✓ Seeing students individually.
- ✓ Attending staff meetings.
- ✓ Arranging out of class activities.
- ✓ Writing reports.
- ✓ Marking tests and examinations.
- ✓ Planning courses and their associated teaching activities.
- ✓ Liaison with outside bodies and other institutions.

THE CONCEPT OF ‘ROLE’

Role theory is a very large topic on which a great deal has been written: It is, for example, a major research field in social psychology and related areas, including the investigation of behavior in industrial and organizational settings.

The work of the teacher in isolation, but that he / she need to interact, directly or indirectly, with the number of others – with students, obviously, with other teachers, with the head teacher (or Head of department / Principal), with non-teaching staff and so on. Both in professional and in private life teacher as a member of a role set, the group of people with whom to interact in any particular situation. Taking teacher as the ‘Focal Person’.

The most important role sets could do with family and friends as the set, or alternatively for any leisure activity that to do regularly.

This diagram shows the importance of the teacher as well as the direct and indirect effects of all these different ‘layers’ on the teacher’s role.

STREVENS – He offers the two broad headings of community – controlled variables and teacher – controlled variables.

COMMUNITY CONTROLLED VARIABLES:

- ✓ Cultural norms and restrictions, for instance on materials or teaching styles.
- ✓ Standards of teacher training.
- ✓ Status of teacher training.
- ✓ Attitudes to target language.

It also includes institutional factors, such as class size, resources, time available.

TEACHER CONTROLLED VARIABLE:

- ✓ Approaches to syllabus design.
- ✓ Materials evaluation and productions.
- ✓ Choice of methodology, Techniques, Classroom Organization.

The ‘Control’ notion is helpful in describing the many different facets of a teacher’s role.

TEACHERS IN THE CLASS ROOM: CHANGE AND INNOVATION

THE CHAMELEON

The title is just referred to is ‘Differences in teaching for different circumstances (Or) the teacher as ‘Chameleon’.

A chameleon is a typed of lizard whose most significant characteristic is ‘its ability to change its skin colour to match its surrounds’ (Longmans English Larouse).

While we certainly do not wish to suggest that teachers merely change to conform as a reaction to their working environment, this capacity to adapt to new circumstances, particularly over time, is a vital one.

MOST OF OUR DISCUSSION WILL FOCUS ON THE TEACHER'S CLASSROOM ROLE:

Teachers will all have their own version of changing circumstances. The present writers, who teach English at most proficiency levels to adults coming to Britain for a variety of purposes.

- ✓ Students will often have spent time in an English Speaking Country already.
- ✓ Classes have become increasingly participatory.
- ✓ More detailed attention to needs and expectations is required of us, and for an ESP teacher this often includes some familiarity with learner's jobs (or) subject specialisms.

PRABHU (1987:105) makes a valuable distinction between 'Voluntary' change on the one hand, and 'Statutory' (or) imposed change on the other. In other words, the argument here is that statutory may lead to conformity and routine efficiency.

GAIES AND BOWERS (1990:170) suggest the following as examples of 'Statutory' decisions.

- ✓ The adoption of new text books.
- ✓ The introduction of pedagogical / methodological 'reforms' that teachers have not been trained to implement.
- ✓ The establishment of new goals for a language teaching programme.
- ✓ The prescription of new teacher – learner role relationships (as when a central authority specifies less 'teacher-fronted' and more 'learner-centered' work).

CHANGE, MATERIALS AND METHODS:

The main purpose is to survey current trends in materials and methods for English Languages teaching to trace the sources and development of those trends.

A number of writers on methodology and teacher training have proposed various ways of labeling the language teacher's potential roles.

HARMER (2001B: 58FF) offers-

- ✓ The teacher as controller of everything that goes on in the class room.
- ✓ The teacher as organizer (Classroom Manager) of arrange of activities.
- ✓ The teacher as assessor. Obviously the 'Examiner' role is one of our traditional functions, but Harmer extends it to include the importance of giving regular feedback, as well as just correction and grading.
- ✓ The teacher as prompter. Encoring students by 'nudging' them forwards.
- ✓ The teacher as Participant (Co-communicator) in an organized activity such as debate (or) role play.

- ✓ The teacher as Resource (Consultant, adviser), most obviously as a language informant.
- ✓ The teacher a Tutor, particularly useful with small groups and individuals working on longer pieces of work.
- ✓ The teacher as Observer, both to give feedback but also to evaluate materials and methods.

LITTLE WOOD – Points out that these various roles can be put together under the ‘Umbrella’ idea of the teacher as facilitator of learning.

BARTRAM AND WATTON (1991: 014) see the teacher as:

- ✓ Social organizer.
- ✓ Encourager.
- ✓ Time keeper.
- ✓ Counselor.
- ✓ Educator.
- ✓ Language arbiter.

Finally, Tudor (1993) discusses teacher roles with specific reference to the notion of the ‘learner-centered classroom’ arguing that this shift of focus will have obvious implications for the role. Far from the traditional conception, then, of ‘Knower’ and ‘Activity Organizes’, the teacher will need to.

- ✓ Prepare learners (for awareness of goals, language).
- ✓ Analyse learner needs.
- ✓ Select materials.
- ✓ Transfer responsibility.
- ✓ Involve learners.

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Language and Society

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ABSTRACT

“The limits of my language means, the limits of my world.”

– [Ludwig Wittgenstein](#)

World would be empty of poets, philosophers, leaders, writers, scientists if there would be no language at all. Thus it can rightly be said that languages actually fulfilled basic human needs to live a happy and responsible life in any society. It has played a significant role in the service of mankind in its civilization.

The orientation of this talk is towards language as a social practice, on language not as a static structure, but as a dynamic system and an integral part of social change, as an effective tool with which we formulate models of social life and conduct.

This study also explores the complementary nature of Language and Society – the important role of language in various aspects of our social life, such as identity, gender relations, status, and hierarchies. And on the other hand, gives an analysis of the features of society affecting language use and response as ‘Static’ in terms of ethnicity, gender and class background. It can be ‘Changing’, e.g. education, social environment, attitudes and fashions. Further the features can be ‘Situational / Contextual’ like immediate social situation (workplace, home, recreation, peer group, formality of situation etc.)

The last part of the paper focuses on the key concepts that underpin the study of languages and Society, under the broad headings of -Linguistic competence, Knowledge about language, Creativity and Modern Technology and Intercultural understanding.

PREPARING THE TEACHERS- The ‘Good Language Teachers’

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INTRODUCTION;

The idea that it is possible to characterize the ‘Good language Learner’ is well established, and several researchers have investigated the types of learning strategies that successful learners appear to use.

A good language teacher consist the following list-

- ✓ Knowledge of the language system.
- ✓ Good pronunciation.
- ✓ Experience of living in an
- ✓ English – speaking country.
- ✓ Qualification (perhaps further training taken (or) in-service development).
- ✓ Classroom performance.
- ✓ Evidence of being a good colleague.
- ✓ Length of time as a teacher.
- ✓ Ability to write teaching materials.
- ✓ Careful planning of lessons.
- ✓ Experience of a variety of teaching situations.
- ✓ Personal qualities lout going, interested in learners.
- ✓ Publications.
- ✓ Knowledge of learning theories.
- ✓ Wide vocabulary.
- ✓ Ability to manage a team of teachers.

TEACHERS TRAINING, TEACHER EDUCATION

The notion of ‘Training’ is used to refer to pre-service programmes for new teafchers, with ‘Education’ the preferred team for in-service work with narrower concept of training is more applicable to people who need to acquire knowledge of the basic ‘tools’ of the job, where as education implies abraders range of knowledge and skills.

PENNINGTON (1990:134) - relates the issue to the concept of professionalism, and argues that teachers require both ‘ a repertoire of skills’ and ‘judgment to apply these skills’.

RICHARDS (1990) – puts forwarded a similar distinction with the terms ‘Mako’ and Miko’ as approaches to teacher preparation.

A DESIGN OF TEACHER PROGRAMME:

Some different groups of teachers work on a specific area (or) theme only. Examples-

- ✓ Approaches to skills teaching and learning.
- ✓ 'The development of self-access materials' (or) 'Communicative methodology'.
- ✓ Errors: Analysis and treatment.
- ✓ Syllabus design and lesson planning.
- ✓ Materials evaluation.
- ✓ Principles of learning.
- ✓ Audio – visual aids.
- ✓ Observation of teaching (using video if possible).
- ✓ Preparing supplementary materials.
- ✓ Using English outside the class.
- ✓ Sharing problems.
- ✓ Test design.
- ✓ Sound system of English.
- ✓

TEACHER DEVELOPMENT AND TEACHER RESEARCH:

'Training' is embedded in 'Education', to teacher. Perspective extends education itself into the idea of teacher development.

Preparation, training, education development are seen by Wallace (1991) in his 3 models.

- A. The 'Craft' model, techniques can be learned from an experienced person.
- B. The 'applied science' model, implying one way application, separation, of theoretical research to practice.
- C. The 'reflective' model, with the teacher as a 'reflective practitioner'.

There is a long tradition in general education of encouraging classroom teachers to be initiators of research and development, as well as recipients of external investigation and results (for example by professional researchers (or) educational administrators).

Research in other words, is done 'by', not only 'on' (or) 'to' teachers and is thus much more readily integrated into questions of practice.

HOPKINS (1993) – offers a clear overview of 'the teacher as researcher' and also introduces the closely related concept of 'Action Research'.

The key point, in Hopkin's words (1993:7) is the teacher's ability to think systematically and critically about what he (or) she is doing and to collaborate with other teachers.

RESEARCH

To nominate the teachers the research includes-

- ✓ Including affective factors.
- ✓ Course design.
- ✓ Materials and resources.
- ✓ Learning strategies.
- ✓ Classroom dynamics.
- ✓ The teaching of specific skills and assessment

PRACTICAL INVESTIGATION:

- ✓ Exploring teacher's beliefs.
- ✓ Focus on the learner.
- ✓ Teacher decision – making.
- ✓ The structure of a language lessons.
- ✓ Interaction in the second language classroom.
- ✓ The nature of language learning activities.
- ✓ Language use in the class room.

A SMALL – SCALE TEACHER RESEARCH PROJECTS

- ✓ Classroom observation (Systematic, Open).
- ✓ Teaching and learning diaries and logs.
- ✓ Introduction and verbal reports (such as thin-aloud).
- ✓ Questionnaires and surveys.
- ✓ Interviews (structured, semi structured, ethnographic).
- ✓ Experiments and quasi – experiments.
- ✓ Case study (to study individuals, groups (or) specific contexts).
- ✓

CONCLUSION

Finally, teacher development can also be equaled with personal development. They may, for instance, put themselves in the position of their students by learning another language. They may choose to attend courses (or) workshops, join a local teacher's network, go to conferences, write a regular teaching diary, learn something about educational management (or) counseling.

This whole area has been incorporated into various teacher's organizations, including TESOL (Teaching English to Speakers of Other Languages) and IATEFL (International Association of Teachers of English as a Foreign Language).

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LANGUAGE AND SPEECH

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All of us know what language is, just like we know the palm of our hands. We all acquired a language early in life. There is no human being, ordinarily speaking, who does not “have” a language of his or her own. There are societies which do not have a written language, but there is no society which does not have a spoken language.

The word *language* is often used to refer to several kinds of human activity, such as the language of music, language of circus, and so on. However, in its ordinary sense, it primarily focuses on the oral and written medium that we use to communicate with one another. We use it especially to refer to human language and thus we tend to distinguish between language and other forms of communication.

A general definition characterizes language as *a system of arbitrary vocal symbols by means of which members of a society interact with one another*. This definition points out several of the essential characteristics of the human language:

1. Language is a system.

There is always some orderliness about the use and function of language. Sounds occur in some order within a word, words occur in some order within a sentence, and the sentences occur in some order matching the intent and content of the sentences in speech. Moreover, the elements of language such as sounds, words, sentences and combinations of sentences, and the meaning constitute their own systems within the overall system of language. In fact, language is a system of systems. Each system has its own building blocks and may often function independent of one another.

2. Language consists of vocal symbols.

In day to day language, language manifests itself more often than not through vocal symbols. In this sense, language consists of sounds. The sounds used in human language are produced through the vocal organs. The sounds which we may produce through other means are not considered part of language communication. When we mention language, we generally mean the sounds produced by the vocal organs.

3. Language is symbols.

The sounds (and the words) we produce stand for something else. They are symbols for objects and phenomena in the external world. They stand for the mental images. We use the

sounds and the words to refer not to themselves, generally speaking, but to refer to other objects and phenomena.

4. Language symbols are arbitrary.

Consider the relationship between you as a real person and a photograph of yourself. The relationship between you as a real person and your photograph is an iconic relationship. There is some semblance between you as a real person and the photograph which represents you.

Now, consider the relationship between the object tree and the word tree. Is there any semblance between the object tree and the word tree? There is no semblance between the two. The relationship between the word tree and the object tree is an arbitrary relationship. The object tree is referred to as tree in English, maram in Tamil, thingphung in Thadou, and ped in Hindi, and so on. There is no one-to-one correspondence or relationship between the word and the object referred to by that word. All the words used in a language are arbitrary symbols.

5. Language is used by a social group.

It is true that a language may be used by a single person and still could be considered a language in its proper sense. There were several Native American languages in the past which disappeared when the last few speakers died. Anthropologist A. L. Kroeber and Linguist Edward Sapir worked with a Native American who was the only survivor of his tribe. That language now “lives” only in printed form and in phonograph records. Even when there was only one speaker, the speaker’s internal thought processes and his inner speech always assumed the presence of others. Language in monologue is also social. In ordinary circumstances, language is always used by (and for) a social group.

6. Language is a means to the interaction between members of a social group.

While there may be also other ways of communicating what one thinks and what one wants to do, and so on, the chief means of communication between members of a social group is language. Language is a social institution. It reflects the social values its speakers have. Niceties of speech spring from and reflect such values. A language may have geographical and social variations reflected in the varieties of speech (dialects) used in the language. Professional groups may speak specific profession-oriented speech variety. In some languages the speech used by men and women may differ so drastically that there may special women’s dialects.

Characteristic Features of Language

Inter-translatability. All languages are mutually translatable. Communication between persons and diverse communities becomes possible because of this trait. Progress in civilization is made possible because of this trait.

Linearity. No one speaks an utterance all at a time. We begin with one word and then proceed to complete the utterance in all its parts. We begin with a sound and then proceed to complete the word with all its component sounds. There is a progression from one end to the other in all linguistic utterances. Because of this trait we are able to organize our thoughts and words, compose them in some order, and produce them one after another.

Discreteness. This characteristic is related to the characteristic of linearity. It is possible to dissect an utterance into smaller units. A sentence may be decomposed into discrete phrases and words. A word may be composed into discrete sounds. Every native of any language has this ability.

Patterning. Utterances of a language fall into set patterns. There is some orderliness about the occurrence of words in a sentence, the occurrence of sounds in a word. The pattern adopted by a language is often peculiar to itself and distinguishes it from another language at the outward, surface level. The sentence pattern in English follows the Subject-Verb-Object order, whereas the sentence pattern in Kannada, a language of the Dravidian family spoken in South India, follows the Subject-Object-Verb order.

Levels. This characteristic is related to the characteristic of language as a system. Language is, indeed, a system of systems or a system consisting of several levels. The sounds of a language constitute a level by themselves. Likewise the words of a language constitute another level. The sentences of a language constitute yet another level. The sounds go into the making of words, and the words go into the making of sentences, and so on. Each level has its own constituent units (such as sounds, phonemes, morphemes, phrases, sentences - we discuss these concepts in subsequent chapters).

Displacement. More often than not, only in the human language are we able to talk about someone or something that is not present in time and space. This is a very important characteristic. Because of this it is possible for us to have history. This characteristic makes language a powerful medium of communication.

Prevarication. We can lie deliberately using a human language. Imagine - if we did not have the capacity and an adequate medium to "lie," inventions, art, and literature would not be possible at all.

Creativity. You can be very creative in a human language. You can generate an infinite number of sentences in a human language. Your life span is the only limitation, generally speaking.

Creativity allows us to generate novel and innovative responses to the new situations. In every language, things that have not been said before could be said.

Meaningfulness. Sentences uttered in a language always have some meaning. There is a durable or stable, identifiable and isolatable association between the linguistic utterance and the real world.

Recursiveness. Using this property, a short sentence can be made into a longer sentence. Each sentence has a potential to generate still longer sentences. Sentences of a language can be made into sentences of infinite length.

Reflexivity. We can talk about a language using that language.

Learnability. All languages are learnable. There is no truth in the statement that one language is more difficult than another. Every language is complex, equally complex. Every language meets the needs of its speakers.

It is important for us to recognize that “all languages have developed to express the needs of their users, and that in a sense all languages are equal.... All languages are arguably equal in the sense that there is nothing intrinsically limiting, demeaning, or handicapping about any of them... there are (no) such things and ‘primitive’ languages - languages with a simple grammar, a few sounds, and a vocabulary of a few hundred words, whose speakers have to compensate for their language’s deficiencies through gestures... The fact of the matter is that every culture which has been investigated, no matter how ‘primitive’ it may be in cultural terms, turns out to have a fully developed language, with a complexity comparable to those of the so-called ‘civilized’ nations. Anthropologically speaking, the human race can be said to have evolved from primitive to civilized states, but there is no sign of language having gone through the same kind of evolution... All languages have a complex grammar: there may be relative simplicity in one respect (e.g. no word endings), but there seems always to be relative complexity in another (e.g. word-position)..... Simplicity and regularity are usually thought to be desirable features of language; but no natural language is simple or wholly regular. All languages have intricate grammatical rules, and all have exceptions to those rules..... Similarly, there is no evidence to suggest that some languages are in the long term ‘easier for children to learn’ than others - though in the short term some linguistic features may be learned at different rates by the children of speakers of different languages” (Crystal 1987:6-7).

Language as Human Invention. Crystal (1987:291) speculates that cultural development necessitated the use of some “way of transmitting information about skills from one generation to the next. Any degree of social interdependence..... would seem to require a communication system.... An elaborate gesture system is one possibility. The early development of language may well have been assisted by some kind of signing..... such as how to use tools..... in an

indirect way, tools could have promoted the development of speech. Sounds made at the same time as the gestures might have come to be associated with various activities...”

There are five other theories of origin of language: the **bow-wow** theory suggests that “speech arose through people imitating the sounds of the environment”; the **pooh-pooh** theory suggests that “speech arose through people making instinctive sounds, caused by pain, anger, or other emotions”; the **ding-dong** theory suggests that “speech arose because people reacted to the stimuli in the world around them, and spontaneously produced sounds, which were in harmony with the environment”; the **yo-he-ho** theory suggests that “speech arose because, as people worked together, their physical efforts produced communal, rhythmical grunts, which in due course developed into chants, and thus language”; and the **la-la** theory suggests that speech arose “from the romantic side of life - sounds associated with love, play, poetic feeling, perhaps even song.”

Modern linguistics is not concerned with the origin of language. It is concerned more with the study of the structures of languages. Since views about how one’s own language came into existence is widely prevalent, and since such views are often tied to the theology of the people group, we need to have an understanding of the basic issues relating to the origin of language.

At present, almost all the linguists believe that “language” is innate to human beings, and that the human language cannot be reconstructed from the animal communication systems.

Language and Speech

Language is different from speech. Language is made up of socially shared rules that include the following:

1. What words mean (e.g., "star" can refer to a bright object in the night sky or a celebrity)
2. How to make new words (e.g., fax, faxed, emailed)
3. How to put words together (e.g., "Peg walked to the new store" rather than "Peg walk store new")
4. What word combinations are best in what situations ("Would you mind moving your foot?" could quickly change to "Get off my foot, please!" if the first request did not produce results)

Speech is the verbal means of communicating. Speech consists of the following:

1. **Articulation:** How speech sounds are made (e.g., children must learn how to produce the "r" sound in order to say "rabbit" instead of "wabbit").
2. **Voice:** Use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
3. **Fluency:** The rhythm of speech (e.g., hesitations or stuttering can affect fluency). When a person has trouble understanding others (receptive language), or sharing thoughts, ideas, and feelings completely (expressive language), then he or she has a language disorder.

When people are unable to produce speech sounds correctly or fluently, or have problems with their voice, then we say that they have a speech disorder.

A person has a speech disorder that makes him hard to understand. If his lips, tongue, and mouth are not moved at the right time, then what he says will not sound right. Children who stutter, and people whose voices sound hoarse or nasal have speech problems as well.

Another person has a receptive and expressive language disorder. She does not have a good understanding of the meaning of words and how and when to use them. Because of this, she has trouble following directions and speaking in long sentences. Many others, including adults with aphasia and children with learning disabilities, have language problems.

Language and speech disorders can exist together or by themselves. The problem can be mild or severe. In any case, a comprehensive evaluation by a speech-language pathologist (SLP) certified by the American Speech-Language-Hearing Association (ASHA) is the first step to improving language and speech problems.

Description of Language

Description of a language is made as it is spoken, and not as it should be spoken. On the other hand, the school grammars often seek to study and present the structures of a language from a prescriptive point of view. Prescriptive linguistics or prescriptive grammars do not aim at describing the rules people know, but to tell them what rules they should know and use. Descriptive linguistics, also called synchronic linguistics, is the study of the structures of a language without reference to its history.

Historical linguistics, also called diachronic linguistics, describes the historical stages of a language. It studies the description and explanation of language change. Comparative linguistics aims at making a comparative analysis and description of two or more genetically related languages. In contrastive linguistics, we contrast the structures of two or more languages, generally not related genetically, for the purpose of identifying points at various levels of

language which might prove difficult for those who wish to learn it as a second or foreign language.

Sociolinguistics is the study of the social aspects of language use. It studies the interaction between language and the structure and functioning of society - how social parameters affect the acquisition, use, and functions of language in social contexts. Psycholinguistics studies the interrelationship between language and mental processes.

There are several other inter-disciplinary fields such as biological linguistics, computational linguistics, educational linguistics, ethno-linguistics, geographical linguistics, mathematical linguistics, neuro-linguistics, philosophical linguistics, statistical linguistics, stylistics, lexicography, language teaching methods and theoretical linguistics in which the concepts and theories of linguistics are applied with great insight.

Our focus should be on the methods of description and principles of analysis followed in descriptive linguistics as an aid to learn a language other than one's own. We can avoid elaborate theoretical discussions, and give importance to the basic facts about language and practical use of linguistics for learning a second or foreign language.

We approach the study of language and linguistics in several incremental stages: the study of the sound system (phonology); the study of the rules of word formation (morphology); the study of the rules of sentence formation (syntax); the study of the meaning system (semantics); and the study of the vocabulary of words (lexicon).

Knowing a Language

A language consists of all the sounds, words, and possible sentences. Knowing a language means knowing what sounds are in that language. It also means knowing what sounds are not used in that language. When you know a language, you know the sounds, the words, and the rules for their combination. You know which sounds may start a word, which sounds end a word, and which sounds follow each other. Knowing a language means knowing that certain sound sequences signify certain meanings.

Knowledge of a language enables us to combine sounds into words, combine words to form phrases, and phrases to form sentences. It enables us to judge what sentences are appropriate in various situations. Not all strings of words constitute sentences in a language, and knowledge of a language determines which strings of words are sentences and which are not. It enables us to produce new sentences never spoken before and to understand sentences never heard before. This is called the creative aspect of language use.

Linguistic knowledge is, for the most part, not conscious knowledge. The linguistic system is learned subconsciously with no awareness that rules are being learned. Linguistic knowledge is **linguistic competence**. On the other hand **linguistic performance** is how we use this knowledge in actual speech production and comprehension. Performance is conditioned by factors such as memory span, mood of the speaker, the characteristics of the audience, the topic of focus in a particular context, and so on. Grammar of a language focuses upon the linguistic competence, and not on linguistic performance.

About Language in general:

1. Wherever humans exist, language exists.
2. There are no “primitive” languages – all languages are equally capable of expressing any idea in the universe. The vocabulary of any language may be expanded to include new words for new concepts.
3. If something can be expressed in one language or one dialect, it can be expressed in any other language or dialect.
4. All languages change through time.
5. The relationship between the sounds and meanings of spoken languages and between the gestures (signs) and meanings of sign languages are, for the most part, arbitrary.
6. All human languages utilize a finite set of discrete sounds (or gestures) that are combined to form meaningful elements or words, which themselves form an infinite set of possible sentences.
7. All grammars contain rules for the formation of words and sentences of a similar kind.
8. Every spoken language includes discrete sound segments n or a, which can all be defined by a finite set of sound properties or features.
9. Every spoken language has a class of vowels and a class of consonants.
10. Similar grammatical categories (for example, noun, verb) are found in all languages.
11. There are semantic universals, such as “male” or “female,” or “human,” found in every language of the world.
12. Every language has a way of referring to past time, negating, forming questions, issuing commands, and so on.
13. Speakers of all languages are capable of producing and comprehending an infinite set of sentences.
14. Any normal child, born anywhere in the world, of any racial, geographical, social, or economic heritage, is capable of learning any language to which he or she is exposed. The differences we find among languages cannot be due to biological reasons.

Reading and Writing

Literacy is a person's ability to read and write. Reading and writing are important to help function in school, on the job, and in society. During early speech and language development, we

learn skills that are important to the development of literacy. We start learning language from the day we are born. We learn to use language to express our feelings and communicate with others.

In school, children with communication disorders are more likely to struggle with literacy skills. They often perform poorly in school, have problems of reading, and have difficulty in understanding and expressing something in their language.

Adults may also have literacy problems. Some adults continue to struggle with reading and writing from childhood. Others have trouble with reading and writing after a stroke or brain injury. Speech-language pathologists (SLPs) assess and treat children and adults with communication disorders. SLPs work with teachers and other professionals to help people become effective communicators, problem-solvers, and decision-makers.

Social Language Use (Pragmatics)

An individual may say words clearly and use long, complex sentences with correct grammar, but still have a communication problem - if he or she has not mastered the rules for social language known as *pragmatics*. Adults may also have difficulty with pragmatics, for example, as a result of a brain injury or stroke.

Pragmatics involves three major communication skills:

Using language for different purposes, such as greeting (e.g., hello, goodbye); informing (e.g., I'm going to Hyderabad); demanding (e.g., Give me a chance); promising (e.g., I'm going to get you something); requesting (e.g., I would like to have some tea, please)

Changing language according to the needs of a listener or situation, such as talking differently to a baby and to an adult giving background information.

Following rules for conversations and storytelling, such as taking turns in conversation, introducing topics of conversation, staying on topic rephrasing, when misunderstood how to use verbal and nonverbal signals, how close to stand to someone when speaking, how to use facial expressions and eye contact. *These rules may vary across cultures and within cultures. It is important to understand the rules of your communication partner.*

An individual with pragmatic problems may say inappropriate or unrelated things during conversations, tell stories in a disorganized way and have a little variety in language use.

It is not unusual for children to have pragmatic problems in only a few situations. However, if problems in social language use occur often and seem inappropriate considering the

child's age, a pragmatic disorder may exist. Pragmatic disorders often coexist with other language problems such as grammar, vocabulary development, etc. Pragmatic problems can lower social acceptance. Peers may avoid having conversations with an individual with a pragmatic disorder.

Learning More than One Language

Every individual is unique. Development of more than one language depends on the type and amount of input we receive in all languages. It is important to understand that the process of learning a second language is **not** a language disorder.

Bilinguals

Anyone can learn a new language with acceptable pronunciation. Some people find it easier than others, but all of us can do it. People who can use two languages are bilingual.

Children can learn to be bilingual. They can learn two languages at home, at school, or in the community. Some children learn both languages very well. But sometimes they know one language better than the other. The language a child knows better is called the dominant language. Over time the dominant language may change, especially if a child doesn't use it regularly.

Speaking two languages is like any other skill. To do it well, children need lots of practice, which parents can help provide. Without practice, it may be difficult for children to understand or talk to people in both languages.

Audiotapes and CDs. Tapes and CDs in other languages can help too. Singing is a great way to introduce a second language to your child, and it can be lots of fun! Children's programs on videotapes and DVDs are available in many languages. These programs often teach children about numbers, letters, colors, and basic vocabulary.

Second language acquisition, or sequential language acquisition, is learning a second language after a first language is already established. Many times this happens when a child who speaks a language other than English goes to school for the first time. Children have an easier time learning a second language, but anyone can do it at any age. It takes a lot of practice!

According to the National Center for Educational Statistics, more than one in 5 school-aged children (21%) speak a language other than English at home. That number of bilingual speakers is projected to increase in the coming years. Children who are learning to speak two languages follow patterns of learning. The sounds of the first language can influence how

children learn and use a second language. It is easier to learn sounds and words when the languages you are learning are similar. Over time, the more difficult sounds and words will be learned.

Interference

ELL children may manifest *interference* or *transfer* from their first language (L1) to English (L2). This means that a child may make an English error due to the direct influence of an L1 structure. For example, in Telugu, "nenu jwaram tho bhadapaduthunnu" means "I am suffering from fever." However, a literal translation would be "I am suffering with fever." A Telugu-speaking child who says "I am suffering with fever" will be manifesting transfer from Telugu to English. This is a normal phenomenon -- a sign of a language difference, not a language disorder.

Silent Period

Children may also manifest a common second-language acquisition phenomenon called the *silent period*. When children are first exposed to a second language, frequently they focus on listening and comprehension. These children are often very quiet, speaking little as they focus on understanding the new language--much, in fact, as adults do when traveling in foreign countries. The younger the child, the longer the silent period tends to last. Older children may remain in the silent period for a few weeks or a few months, whereas preschoolers may be relatively silent for a year or more.

Code-switching

Many children who are ELLs also engage in a behavior known as *code-switching*. This involves changing languages over phrases or sentences. For example, a Telugu speaker might say, "nuvvu ippude cheyali" ("You now do it"). Or, a Hindi speaker might ask, "Tomorrow where were you?" for "khal kaha the?" Again, this is a normal phenomenon engaged in by many fluent bilingual speakers worldwide.

Language Loss

Some children who are ELLs undergo the phenomenon of *language loss*. As they learn English, they lose skills and fluency in L1 if their L1 is not reinforced and maintained. This is called *subtractive bilingualism*, and it can be cognitively and linguistically very detrimental to children's learning and to their family lives (especially if the parents speak only the L1 and no English). Ideally, children should experience *additive bilingualism*, where they learn English while their first language and culture are maintained and reinforced.

Benefits of Bilingualism

Many research studies cite the cognitive-linguistic benefits of being a fluent bilingual speaker. Experts have found that children who are fluent bilinguals actually outperform monolingual speakers on tests of meta-linguistic skill. In addition, as our world shrinks and business becomes increasingly international, children who are fluent bilingual speakers are potentially a tremendously valuable resource for the U.S. economy. Most Chinese are currently monolingual speakers, and now they realize that it would be highly advantageous to their professional lives if they spoke a second language.

Sink or Swim

Many children who are ELLs are put into English-speaking classrooms where they understand nothing of what they are hearing. In this "sink or swim" situation, many flounder. Imagine traveling to Beijing and taking a social studies course taught only in Mandarin. Learning would be most difficult; yet we expect our ELLs to automatically decode English and succeed academically in an analogous situation.

This idea of "the more English the better" is fallacious and can actually slow down children's learning considerably. Thomas and Collier (1998) state that the average native English speaker gains about ten months of academic growth in one ten-month academic year. ELL students must outgain the native speaker by making 1.5 year's progress in English for six successive school years. Thus, in order to have skills that are commensurate with those of native English speakers, ELLs must make nine years progress in six years. It is no wonder that many ELLs flounder-not because they have language-learning disabilities, but because they are put into such difficult learning situations in our schools.

Under ideal conditions, ELLs would be taught in their first language 90% of the time and in English 10% of the time in kindergarten and first grade. Gradually, as they learned more English, they would be taught in the primary language 50% of the time and in English 50% of the time by sixth grade. Studies have shown that children who are taught in this manner outperform ELLs who are taught mostly in English from very early in their schooling. Children in this ideal bilingual learning situation do so well because they understand what they are hearing and are thus able to build their underlying conceptual-linguistic foundation.

Social and Academic Language

There are different timelines for learning social and academic language. Under ideal conditions, it takes the average second-language learner two years to acquire *Basic Interpersonal Communication Skills (BICS)*. BICS involves the context-embedded, everyday

language that occurs between conversational partners. On the other hand, *Cognitive Academic Language Proficiency (CALP)*, or the context-reduced language of academics, takes five to seven years under ideal conditions to develop to a level commensurate with that of native speakers.

Many ELL students are thus in a catch-22 situation. They may develop conversational English that appears fluent and adequate for everyday communication. However, they still struggle with CALP and have difficulty in areas such as reading, writing, spelling, science, social studies, and other subject areas where there is little context to support the language being heard or read. This "*BICS-CALP gap*" leads professionals to falsely assume that the children have language-learning disabilities.

School language proficiency tests are often used to assess children's level of proficiency in English. After children have been tested, they are given a label such as "Limited English Speaker" or "Fully Proficient English Speaker." The problem of which many SLPs are unaware is that these tests only assess English BICS; CALP is not assessed. The child may be labeled as fully English proficient on the basis of his or her ability to answer a question such as "what are your favorite foods?" or respond to a request to "tell me about your family."

SLPs and others who work with these children in the schools see the label of "fully English proficient" and assume that it is acceptable to give English standardized tests to these children—after all, they are fully proficient in English! In reality, however, the children are still striving to develop CALP and thus the use of standardized tests in English is biased against them. When these standardized tests are administered, the ELLs often score very low and are labeled as having language-learning disabilities. They are then inappropriately placed into special education.

SLPs will make fewer errors in labeling ELLs if we are aware of the normal phenomena and processes that accompany learning a second language. Ideally, we will support children's first languages and cultures, and encourage them to become fully proficient bilingual speakers. Not only will they perform better in school, but they will have a much greater chance of growing up to become successful citizens who are invaluable assets to our society and our economy.

Communication with Older People

Communicating with older people often requires extra time and patience because of physical, psychological, and social changes of normal aging. Even more effort is needed in nursing homes where 60% to 90% of residents may actually have communication disabilities.

Speech-language pathologists Martin Shulman and Ellen Mandel offer these tips for family members and caregivers to make communicating with older people easier:

Reduce background noises that may be distracting (e.g., turn off the radio or TV, close the door, or move to a quieter place). Begin the conversation with casual topics (e.g., the weather or what the person had for lunch). Avoid crucial messages at the beginning. Talk about familiar subjects such as family members and special interests of the person. Stick to a topic. Avoid quick shifts from topic to topic. Keep sentences and questions short. Give older persons a moment to reminisce. Their memories are important to them. Allow extra time for responding. Don't hurry them. Give the older person choices to ease decision making. (e.g., "Do you want tea or coffee?" rather than "What do you want to drink?"). Be an active listener. Look for hints from eye gaze and gestures. Take a guess (e.g., "Are you talking about the TV news? Yes? Tell me more. I didn't see it."). After your visit, tell others who visit (relatives, physicians, nurses, aides, etc.) what you've learned to improve communicating with the older person.

Notes:

A brochure, "Teaching Your Child Two Languages," is available to consumers free of charge from the American Speech-Language-Hearing Association (ASHA). This brochure is written for parents and describes how children learn to be bilingual, and what parents can do to facilitate the learning process.

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Effective Communication Skills in English for Tourism Professionals

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Introduction

Tourism industry is a people-based industry that creates opportunities in great deal for people to meet, interact, and exchange views, ideas and information from different corners of the world. Tourism experience is different from what tourists can do at home and to what they gain in their destinations. It helps tourists experience the real life and life style of their destinations. Since the inception of tourism, English has become undeniably an important language for tourism industry. Although many other international languages such as French, Italy and Chinese, are spoken globally, English is exceptional in terms of usage in south Asian countries. This paper discusses how young graduates of universities, hotel schools and colleges majoring in Tourism as a subject can develop their communicative skills and also make the academics involved in tourism field aware of the importance of communication skills in English so that they can design the course focusing specifically for tourism and equip the prospective professionals by aligning the course to meet the requirements of the tourism industry.

1. What is communication?

Communication is the art and process of creating and sharing ideas. It is an act of sending and receiving intended messages. Effective communication implies verifying that the receiver has understood the message as intended and the subsequent response is observed (MTD Training 9). Communication process has three key elements:

- a. You (the source or sender/originator)
- b. Your audience (the recipient/receiver)
- c. Your message

The following diagram illustrates clearly how communication takes place.



Diagram 1

You in other word is the source or the sender or the communicator of the message, want to communicate a message to another person or a group of people.

Audience is the recipient or the receiver of the message; he can be an individual or a group of people. Once the message is sent, it is the responsibility of the recipient to receive the message and decode it or interpret it if the communication is to take place. Message must be accurately decoded and reconstructed by the recipient for an effective communication.

Channel is the method of communication that includes face to face, telephone, pager, written, radio, email and video communication. Communication can take place through the means of visual, auditory and olfactory formats, and tactile may or may not be used. However a skilled communicator may know which channel would be the most appropriate to suit his expectation.

Your **message** is the idea, thought or feeling that you, as the source, want to communicate. The message is encoded or in other words converted into verbal and non - verbal symbols which will be understood by the receiver.

Message, on the other hand, can be communicated by sensory means such as sight, sound, touch, smell and taste. For example, if one wants to convey affection to another person, he can use various modes of conveyance or combination of different methods. He can say, “I like you” (sound). He can give a hug (touch). He can wink an eye (sight). He can feed a chocolate (taste) or else he can give a rose flower (smell). Thus, he can creatively select the most suitable mode to convey his message. **Feedback** is a key skill in effective communication, it comprises both verbal and non-verbal messages of others and helps us to evaluate how the message we conveyed has been understood and responded to it. In a face to face communication with our audience, we can use body language and ask questions to ensure the understanding of the message. When communicating through writing, we can determine the success of our communication through the receiver’s response. Feedback can also be obtained through a process called ‘self-monitoring’ (Hargie et al2004). Self- monitoring means assessing his or her own communication and behavior by themselves in a social encounter to ascertain the degree of impact on others. A skilled- communicator is always a better self-monitor who regularly analyzes and regulates his behavior according to other person’s response. Thus, feedback allows us to measure how successful we were at our communication which created an opportunity for us to learn our shortcomings and adjust ourselves for future communication.

Apart from that, **context** plays an important role in communication process. It involves the physical surroundings, the occasion when communication occurs, the time, number of people present, noise level and other variables that affect both the encoding and decoding of the message.

The meaning of a communication in a specific context affects a certain probable interpretation. For example, the utterance, 'I've got a bug', can be interpreted by two software engineers in two different ways compared to the utterance of a sneezing person. Context also helps determine the tone and style of our communication. It helps bridge one's relationship with his audience, the culture of his organization and his general background.

Noise can affect the accuracy and effectiveness of communication. It can be defined as anything that interferes or distorts the meaning of a message. It is a common and unavoidable source of communication. Noise being one of the barriers of communication can be influenced by psychological, semantics, environmental, demographic, disability related and organizational barriers. Semantics deal with language or cultural differences which distort or interfere with the meaning of the message. An effective communicator can understand the basic values, assumption and motivation of other person. **Cultural** aspects too impacts on communication. They are explored under the topic of cultural awareness of communication in the following paragraphs. Further, **choice of words or language**, a **sender** encodes in his message may affect the quality of communication as language being a symbol and signs of thoughts, feelings, intentions or motivations; misinterpretation or distortion of meaning may take place.

2. Methods of Communication

Communication occurs through the following elements.

- a. Oral or verbal communication
- b. Written communication and
- c. Non- verbal communication

Oral or verbal communication takes place by means of talks, dialogues, conversations, speeches, meetings, etc. Whereas written communication takes place through letters, memos, emails, faxes, notices, circulars, reports, brochures, books, agenda, minutes, etc. Non-verbal communication, on the other hand, takes place through body language and tone of voice. In addition to these methods, communication takes place through the methods such as visual, audio-visual and electronic means. Silence is also considered as one of the methods of communication.

2.1 The importance of verbal communication:

According to the source: *Fitting In, Standing Out and Building Remarkable work Teams*. "Employers surveyed in 2007 by Office Team rated verbal communication skills as the second most important soft skill in demand among administrative staff at their companies. The ability to write for business ranked sixth,"

According to an old saying, 'It is not what you say; it is how you say that counts.' We use verbal communication by choosing words to convey our message. Careful choice of words is always a

way to enhance our message, but without non-verbal elements, our communication will not be effective. For example, a presentation skill with verbal communication alone can be a challenge in creating effective communication. One may also argue that telephone conversation, or sending a quick email can be an excellent time saver for it may true at times when making simple questions or confirming certain facts. But, to fulfill our goals in most of the situations, verbal communications alone will not be effective. Besides, oral communication plays an important role in any organization in situations when employer and employee, service providers and customers communicate directly with each other. Communication takes place instantly and quickly. It is also said that verbal communication carries weight, as the written message is faithfully carried out, verbal interaction is seriously considered, 'a promise made is promise kept'. Oral communication can be supplemented and complemented by non-verbal communication like bodily gestures and tone of voice.

2.2. Written communication

According to the source, 'Are they really ready to work?' " Eighty –one percent of employers surveyed by The Conference Board in 2006 rated high school graduates as deficient in written communication skills." Written communication is another powerful communication. An adage goes, 'Pen is mightier that sword.' Written communication plays a significant role in our day to day life and in business activities. Although, it is generally related to writing letters, memos, diary, casual notes written on greeting cards etc., recently due to the development of advanced technology, it has been extended to writing faxes, emails and we page, etc. Studies reveal that average person spends 9% of his time on writing in communication. In business world, information is received from various places. Managers have to read email, memos, letters, reports, faxes and also prepare such documents when necessary. In writing, sustaining the interest of readers is very important if not readers may not be motivated to read.

In tourism industry, tourism professionals have to produce clear, detailed texts related to the aspects of tourism in range of forms: emails, letters, leaflets, brochures reports, faxes, minutes, agenda, notices, job descriptions, policies and procedures, references, appraisals, disciplinary actions, etc using appropriate register in English. In order to communicate successfully through writing, the writer needs to be able to proofread effectively his correspondence. Also, when checking the content, clarity, and conciseness of a document, the writer should make sure of his proper use of grammar and punctuations.

According to the preferred methods of business communication, 2007; communication made through emails is 65%, face-to-face meeting 31%, paper memo 3%, and voice mail 1%. For a successful and effective business correspondence, writers should consider the seven elements which can be remembered easily as **7c's**. Those are as follows: **clear, correct, concise, complete, courteous, compelling and conversational**.

Business correspondence will be clear to understand if it is with simple words, simple sentences, appropriate capitalization, and a suitable format. It also should be free from grammatical and spelling errors and the ideas should be expressed concisely, politely and compelling in a conversational form. And the content of the correspondence should be complete with necessary information to achieve the purpose of the writer.

2.3 Non-verbal communication

Body language is mainly an important aspect of non- verbal communication. Our body expresses ideas in different ways. The diagram below shows the examples of body-language.

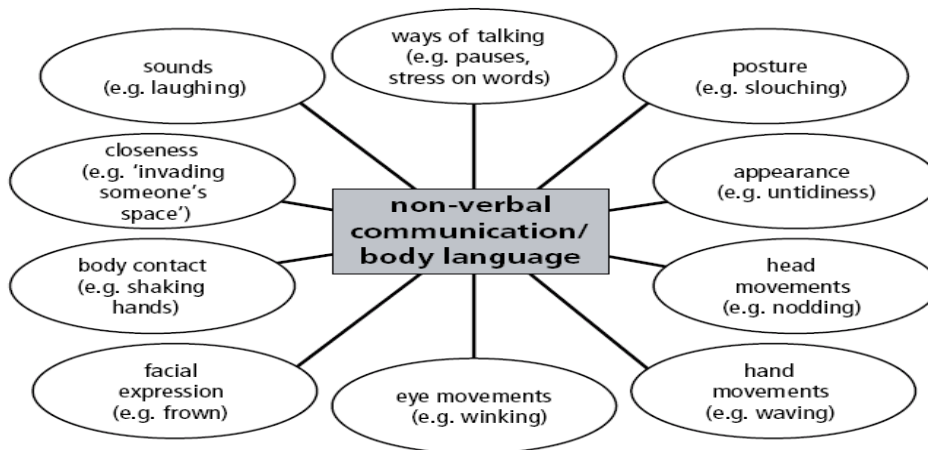


Diagram. 2

According to Albert Mehrabian, non-verbal communication such as body language and tone of voice can communicate more message than the spoken words effectively. He also exerts that people rely more on non- verbal communication than verbal communication. It is said that a non –verbal communication represents two- thirds of all communications. When compared to the verbal messages non –verbal messages cannot be understood directly as it could be ambiguous. Sometimes, some signals of anxiety and nervousness are similar to each other. Since it may confuse, we may react to the combination of both rather than one, (Hartley and Bruckman 2002). Therefore, developing an awareness of non-verbal behavior is very important to improve our ability in interacting with each other. However, for successful communication both an active listening and a proper feedback are necessary. Following are the major components of body language we use for expressing our ideas;

2.3.1 Facial expressions and Eye contact: According to the saying, ‘Face is the index of the mind.’ Face can reveal the emotional feelings of a person such as happiness, sadness, hatred, disgust, anger, fear, etc. well. For example, a student’s confused state of mind in a classroom can suggest that he needs further explanation while a smile or nodding may suggest that explanation will not be necessary. Eye contact is also very important for legal and business dealings, interview, presentation skills, and face- to -face conversations as it indicates the engagement or involvement with the speaker. It also helps regulating conversational interactions, but it may vary depending on what the people are talking about what the personal relation is between them. Whereas a lack of eye contact can imply detachment, nervousness or that the person is hiding something important.

2.3.2. Personal space and distance: For effective communication with people of a different culture or people of their own culture, they should be aware of space around them. According to the accepted space to meet with the norm of communication process, the public space between the diplomats or VIP’s and reporters at a press conference or in a lecture room between a professor and students should be 12 to 25 feet distance. The social space among business dealers ranges from 4 to 12 feet. Among family members, friends, relatives the personal space between people ranges from 2 to 4 feet. However, intimate space ranging from one foot is maintained among family members and friends as relationship may involve closer in touching, whispering and embracing.

The accepted boundaries that we consider as ours depends on various factors such as culture, personality, age, sex, status, and dominance (Hargie et al, 2004). Basically women tend to have closer distance than men especially with other women. Similarly the extroverts prefer to have closer distance than introverts and so are the very young and the old.

2.3.3 Cultural influence on space: distance varies according to culture. For example, North American and North European cultures allow a larger interpersonal distance than people of southern Europe, Latin America and the Middle East do (Hargie et al, 2004). In America when two people converse impersonally at a distance of about four feet, if one moves closer, the other will go away. In a waiting room, strangers will keep apart, but friends will sit together, and members of family may actually touch one another.

2.3.4. Personal Appearance: Personal appearance also plays a significant degree of contribution in determining the effectiveness of the message we convey and receive, interpreted and understood. According to research, ‘the more attractively the person presents themselves, the more advantages they will have in most aspects of their life’ (Wilson & Nias, 1999). “A number of factors can influence how attractive a person well groomed and generally ‘in good shape’.” (Adler and Elmhurst, 1999) is often impressed by those around him. In the mean time, we should also know that some aspects of physical appearance cannot be changed easily. In some work places for health and social care professions the staffs wear uniform while some do not. Hamilton & Parker exerts dressing in neutral colors, simply, conservatively, and as

expensively as can be afforded; while also paying heed to those who are successful within organization.

2.3.5. Voice; Albert Mehrabian whose work on verbal and non- verbal communication in the 1960's and early 1970's is considered to be the valid model today. According to his study non - verbal communication like tone of voice and body language convey more message than words that are spoken. For example, a tone of voice constitutes 35 – 40 per cent of the message we send. Tone means the sound level of our utterance, type of our emotion and the emphasis we make on words we utter. The following sentence in bold show the impact of tone of voice.

- I. I didn't say he borrowed my book.
- II. I **didn't** say he borrowed my book.
- III. I didn't **say** he borrowed my book.
- IV. I didn't say **he** borrowed my book.
- V. I didn't say he **borrowed** my book.
- VI. I didn't say he borrowed **my** book.
- VII. I didn't say he borrowed my **book**.

In each of the above words in bold, we can observe how the meaning of sentences changes although the words are the same. For instance, the sentence I (one) shows that somebody else said that he borrowed my book. In linguistic terms speech, rate, pitch, articulation, pauses, emphasis and volume and non-verbal vocalizations like 'ahhh' or sighing, a plenty of information can be conveyed by these means.

3. Hospitality Management and Tourism Industry

Before looking into the importance of effective communication skills of tourism practitioners, let us learn what hospitality and tourism industry is.

Hospitality is a major area of the tourism industry. It composes of tourism industry from the initial arrival of guests extending the service of transport arrangements, food & beverage service to accommodation until the departure. The success of the hospitality depends on creating a good and lasting impression when the guests depart, if not all the good service done is ruined at this stage. It is worthy to quote here the saying of the late Prime Minister of India Jawaharlal Nehru about hospitality of a guest, "welcome a tourist and send him back as a friend" (Vijaya Babu, and Chandra Kala. Kakatiya University Journal, 155)

Both hospitality and tourism industry play a complementary role in providing services to guests. In both of these industries, a large number of professionals are employed in all levels from the lowest to highly specialized professionals engaged in day to day operations. Their management skills, strong commitment to customer service, leadership qualities is vital in running this

industry profitable and efficient in order to fulfill the customer satisfaction, comforts and experience to the maximum.

4. The importance of Effective Communication skills in Tourism Industry

“Your ability to communicate is an important tool in your pursuit of your goal, whether it is with your family, your co-workers or your clients and customers” *Brown, Les*

Tourists are the individuals who expect something different from their monotonous way of life at home; hence, it is the responsibility of the industry to offer a type of communication that would fulfill their expectations. Although leisure tourists would not expect formalities, tourists in general expect a kind of strong communication at all levels by means of verbal, non-verbal and written grammatically sound in a relaxed and right manner. It is believed widely that “power of communication that facilitates understanding increases in direct proportion to the degree of live interaction in communication”

Tourism has different stages of which each is to be fulfilled. A potential tourist seeking information expects a sound communication to fulfill his expectations on the following aspects; tourist attractions, destinations and product and services. It is the responsibility of the hosts to provide all the necessary information related to customer satisfaction.

5. Skills required by the industry

A skill can be defined as the ability to do something well. There are different kinds of skills we gain in our lives from various places and experiences such as school, work place, hobbies, sports, social work, etc. We must be aware that to do any type of job well, we need two important skills like ‘soft skills’ and ‘hard skills’. Soft skills are primarily required for any jobs; conversely hard skills are essential only for specific type of jobs. However, tourism industry considers the both skills essential.

5.1 Soft skills

Soft skills are divided into two main parts. Those are ‘social skills’ and ‘organizational skills.’ Social skills in other word are known as communication skills inclusive of speaking, writing and body language and also team work skills. These skills are essential in our day to day life and work places, too. For instance, when we interact with others, we use the channels of face-to face or online, telephone, emails, fax, etc. In tourism industry, **social skills** are very essential in all jobs. Good **communication skills** are needed in order to communicate effectively with different kinds of people, especially with guests, clients and professionals in all levels. In addition, **team work skills** are also very important to run smoothly a hotel with many different departments and different categories of employees in order to provide a quality service to hotel guests unless they have a spirit of team work.

AL SKILLS

5.2 Organizational skills

Organizational skills are essential as people in team or individually help each other for better performance. In order to achieve one's goal in their personal and career prospects, organizational skills are very essential. Following are the organizational skills with some examples of when and by whom they can be used:

- **Planning and coordination skills:** An event Coordinator in charge of organizing a wedding reception.
- **Prioritizing:** A Housekeeper preparing the schedule of the rooms to be cleaned by the Room Attendants.
- **Multi-tasking skills:** A Food & Beverage Attendant in a busy restaurant in charge of welcoming clients, taking orders, serving food and drinks, clearing tables and taking payments.
- **Problem solving:** A Guest Relations Executive dealing with a complaint from a hotel guest
- **Decision making:** A Cabin Crew deciding what to do during a flight when a passenger is feeling ill.
- **Time-management skills:** A Tourist Guide visiting a museum with a large group of people within two hours.

Under hard skills come **Technical skills** and **Artistic & Creative skills** dealing closely with tourism industry. These skills basically refer to the knowledge and abilities necessary to carry out a specific job. Technical skills are related to handling particular equipment. For instance, tourism practitioners require different technical skills as given below:

- ❖ Chef needs to have **culinary technical skills**, such as food preparation, knowledge of health, safety and sanitation, and the use of kitchen equipment.
- ❖ Sommelier: **wine skills and tasting**, related to knowledge of wines, wine service and wine & food matching.
- ❖ Airline Pilot: **aviation skills** such as monitoring the flight instruments during the flight.
- ❖ Beauty Therapist: **performing different types of treatments** such as facials, body treatments, manicures and pedicures.

However the above professionals dealing with technical skills and artistic & creative skills too require effective communicative skills to perform their tasks efficiently.

6. Developing the soft skills

To make the soft skills more effective, tourism professionals are required to develop the following elements such as **listening skill, empathy, encouragement and cultural awareness**.

6.1 Listening skill

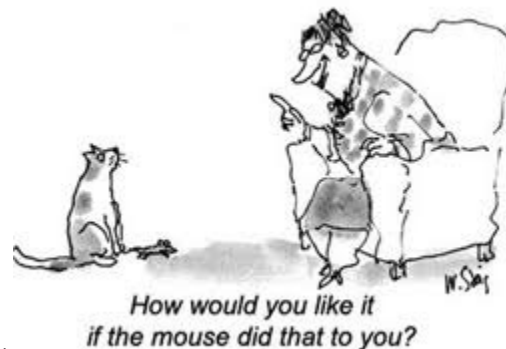
“Effective Communication starts with listening.” According to a recent survey about 45 percent of our time is spent on listening. One study reveals that we hear only one quarter of what is being said, and the rest of the time is spent day dreaming or just turned out completely. Studies reveal that “good listeners are good communicators” a service oriented business like tourism, it is very essential to listen to the customers for variety of reasons. The primary reason is to ensure that the intended message is correctly received by the guest. Next, hosts may receive complaints and compliments from the guests. The above reasons may help take decisions in managerial level. (George, Babu.3).

6.2 How to develop the listening skill

By practicing the following ways one can develop his listening skill for effective communication.

- ❖ Focus on the words of the speaker without anticipating what the speaker may try to say.
- ❖ Do not jump to conclusion.
- ❖ Always pay attention to facial expressions of the speaker as the expressions can provide further insight into the speaker’s mental condition and his intent message.
- ❖ Be aware of the speaker’s culture, as some cultures avoid eye contact during communication.
- ❖ Be knowledgeable about the others’ cultural differences that can help you interpret the message correctly.

6.3 Empathy



Digram 4

Empathy is another important aspect of effective communication skills. Empathy means trying to see things from the others' point- of- view. In other words, you being open to the others' ideas and sensitive to their values and feelings. In order to make one's communication more effective one has to practice the following:

- ❖ Be open to the others' ideas and sensitive to their values and feelings.
- ❖ Be aware of the fact that each individual has a unique view that we must value.
- ❖ Try not to judge ourselves or form an opinion or biased by pre-conceived ideas or beliefs and come to a judgment without listening to the other person's point of view, because he or she may have reasons for their belief, norms or knowledge.
- ❖ Honor and entertain the others' views, thus you can be more democratic and it will in return bring appreciation for your judgment.
- ❖ Keep in mind that there are some subjects which might be too emotionally stressful for others to discuss.

6.4 Encouragement



Diagram. 5

- ❖ Hosts' main objective is to attract tourists.
- ❖ Practice always a positive attitude even when you are stressful, tired or having a bad day, because customers are not only paying for your service but also for your smile.
- ❖ Offering service with kind words and pleasant environment may encourage the guests to visit repeatedly.
- ❖ Offering a clear, useful and important communication needed by customers is an important aspect.

6.5. Essentials of cross cultural communication in tourism

Cultural awareness is another important aspect of tourism communication since the tourists of diverse cultural background visit their destinations. More than the guests, the hosts are required to be aware of cultural differences for a successful interaction. Before exploring cultural awareness, it is necessary to know what culture is. According to Adler , culture is formed from values, attitudes and behavior. Adler further adds that in a multi-cultural environment we tend to interact with people based on values, attitudes and behavioral norms of our own culture. Nevertheless, the opposite party naturally tends to react with their own values, attitudes and behavioral pattern of their own culture (Adler 19).

6.5.1 Cultural awareness related to tourism

Tourists visit different countries for many reasons such as pleasure, entertainment, pilgrimage, education, business and broaden their understanding of diverse cultures. They create more opportunities to experience and broaden their understandings of diverse cultures by visiting sites and areas of archeological interests; historical buildings and monuments; places of historical significance; modern cultural, political and educational institutions; religious places and traditions; music; folklore; native life and customs.

Tourists while learning a lot through cultural diversity they, in the mean time, expect their host countries to understand and respect their own culture as well. One should take extra care for cultural taboos practised in some countries. For instance, in Arab countries, a male cannot shake hands with an orthodox Muslim. In Japan, one should not point with his/her chopsticks. In Austria, Italy, Germany and Malaysia, one should never chew gum in public. Hence, tourism professionals of host countries are expected to have a wider knowledge of cultural differences as cultural tours are one of the important types of tourism. For effective cross- cultural communication tourism practitioners have to practice the ten strategies that the following diagram illustrates.

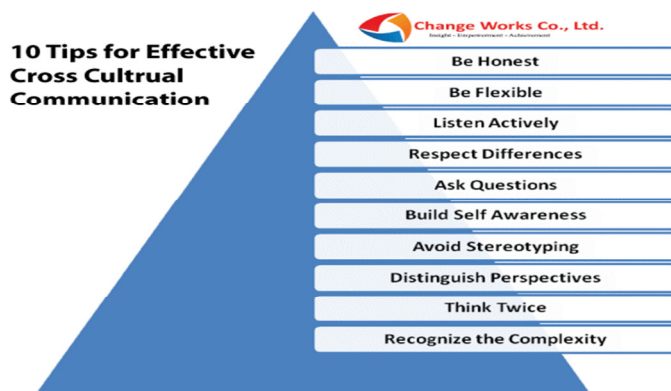


Diagram. 5

Conclusion

To sum up, the students and the teachers dealing with the tourism related business should be aware of the importance of effective communication skills as required by the industry. They have to make conscious effort to prepare themselves to meet the challenges in their real life situations by developing the appropriate strategies, methods and skills. Moreover, the academics engaged in tourism discipline should prepare students to equip themselves with necessary skills and gear their course materials so as to meet the requirements of the industry.

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Language and Speech

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The use of Language in speech is very important for an orderly conduct of life among human beings, people in primitive times communicated with one another through shouts, signs and gestures as animals do even today.

Man alone in creation is bestowed with the power of using Language. He uses his brain for thinking, classifying and naming objects and his organs of speech for making sounds, sound groups, words and sentences. Language helps him to show his feelings and emotions towards others and make friendships or otherwise.

Most definitions of language say that it is a distinctive human quality, which expresses itself through a system of arbitrary vocal symbols. The power of language has helped man to influence others and forge social contacts, apart from enabling him to build suitable mechanisms for the governance of a country. The language of a community holds the mirror up to that community and reveals their behaviour patterns. As individuals advance in society, their language too becomes enriched.

The Nature of a Living Language :

a) A system of systems : A living language like English is like the human body, an intricate and interrelated system of many subsystems. The bigger system is a huge network, linking several subsystems of sounds, form structure and even meaning, each of these later forming a separate body of knowledge. Again like the human system, a living language works through many written and unwritten rules and conventions, for eg. R.P (Received Pronunciation) is the standard of spoken English but there are different variants of R.P different countries or even in parts of the same country. A language makes use of many symbols – vocal, auditory and written – to convey meanings.

b) Language is a skill : compared to subjects like History and science, learning a language is a skill like driving a car or swimming. It is acquired first by imitation and practice. Gradually it becomes an automatic habit and is later enriched by the Involvement of the user's total personality including the conscious and unconscious facilities, with a certain flexibility making the speech skills.

c) Language as communication : English has evolved enormously as a living language over the years, It is used as a language of communication all over the world it binds social groups together for common goals. It is important for the user and listener to use the language symbols which are mutually intelligible, to get the full import of what is said or written otherwise there would be chaos and confusion with each, misunderstanding the other and thus preventing social cohesion and smooth functioning.

English has grown in proportion to the number of users, the world over, the coining of new words and new meanings to words in the process of using the language for communication have enriched English like no other language

“Language without context is like a skeleton without substance.”

Reading as a pedagogical tool to enhance the communication of B.Tech graduates of JNTUH

Herold Syril

Reading, despite being a macro and passive skill provokes thought and acts as one of the most indispensable pedagogical tools to stimulate the process of communication from times immemorial. History depicts and literature reveals that historians, poets and writers have taken inspiration from reading thereby unraveling a wealth of detail, style and creativity in their works of art. Flower (1985), in an interesting comment on the skills of reading has remarked 'reading' as transferring of 'symbols' into 'thought'. A school of Linguistics believes that language begins with a "Silent period". Just as babies learn to produce language by hearing and parroting sounds, language learners need to practice listening in order to learn. This can reinforce learned vocabulary and structures and help learners see patterns in language. Though second language learning begins with reading and gradually evolves with memorization, and speaking it is indeed reading that eventually distinguishes between an avid reader and a good speaker. Thus reading invariably remains the main product while communication the byproduct. In a traditional Indian class room, most learners experience the teaching of reading through intensive reading activities.

After reading, learners are usually expected to answer a series of comprehension questions. Despite teachers lending support to understand the nuances of the texts, few learners will succeed to read by themselves. Though the few who have made some sense of the texts may get good grades certainly lacks originality as they are poor readers. Another scenario that is always similar in an Indian class room is that a teacher enters the room and announces a reading lesson. He begins by identifying and teaching the meanings of difficult words specific to the text. The students are told to read the text and answer the questions that follow. Then they exchange books and mark each other's work. The teacher asks students to read out their answers and says whether they their answers are right or wrong. Thus teacher and students think that reading has been taught.

Critics opine that this approach does not in fact teach learners to enhance reading and speaking skills. The study interestingly demonstrates and exemplifies these concerns and proposes a frame work that assists both teachers and learners on how to read and to focus on developing skills and strategies that will assist future reading: Skimming and scanning, non verbal signals, structure of the text, structure of paragraphs, punctuation, author's view point (inference), reader anticipation: determining the meaning of words and summarizing are specific instances of such foci. Hence reading should consistently become fun and not just an academic oriented activity.

Sample planning and sampling methodology are key skills of academic research. The sample involves the students of I Year B.Tech students of Mahaveer Institute of Science and Technology. It goes without saying that measurement is the most vital part of any research study.

The primary data is obtained through schedules, direct observation, interviews and questionnaires. In contrast the secondary data includes blogs, forums, email, chat, twitter, books, survey scripts, letters and diaries. The research is limited to I year B.Tech students of Mahaveer Institute of Science and Technology. It is limited to Hyderabad. The study draws to a conclusion that engineering graduates lack the habit of reading and are oblivious of fast reading techniques. Apart from this, overuse and misuse of comprehension questions have been criticized time and again, yet they continue to be a common feature of many students' experience of reading in the classroom. It is also noted that reading is unique and a natural expression of language so that learners are not just practicing reading but are indeed learning how to read in order to communicate with a difference for a better tomorrow.

ACTIVATING THE COMMUNICATION: THE ROLE OF “COMPUTERS” “E.BOOKS”AND “INTERNET” IN THE CONTEXT OF SECOND LANGUAGE ACQUISITION

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English as an international language has achieved an enormous prominence in today's world of globalization. It plays a significant role in the domains of education by making learning more interesting and productive, based on pedagogical theories. Computers have emerged as fascinating tools in the educational arena and today a majority of second language teachers and learners are becoming interested in using computers for foreign language teaching and learning. As the ever growing use of computer networking is becoming realized in the domain of communication, many attempts have also been made to explore the pedagogical implications of Computer Assisted Language Learning (CALL). The philosophy of CALL puts a strong emphasis on student-centered lessons which have two important features: bidirectional which involves interactive learning and individualized learning. The traditional face-to-face teaching which is based on interpersonal communication between the teacher and student is gone. However, the individualized teaching is able to offer the teacher with the opportunity of sourcing from the computer internet, rather than being faced with the problems of materials. It may include the search for and the investigations of applications in language teaching and learning. CALL adds new dimensions to the classroom activity and inspires students to higher levels of motivation and achievement. This paper focuses on the educational role of computers in offering opportunities for learning a foreign language and discusses the advantages and disadvantages of computers in education. It emphasizes the new role of computers as learning tools and introduces some types of commercially developed software available for the language teachers. The computer can serve a variety of uses for language drills or skill practice and it can also serve as a stimulus for discussion and interaction. With the advent of the Internet, it can also be a medium of global communication and a source of limitless and authentic materials. Those who use computer technology will, undoubtedly, find innovative ways and means of enriching their learning experiences.

Introduction

Large main frame computers have been used since the 1960's for computer assisted language learning and teaching. The reasons for using computers assisted language learning include: motivation, experimental learning, enhance student learning, individualization, authentic materials for study, greater interaction, independence from a single source of information, and global understanding. The philosophy of CALL puts a strong emphasis on student-centered lessons, which allow the learners to learn on their own using structured and/or unstructured interactive lessons. The important features of these lessons are bidirectional (interactive) learning and individualized learning. The barriers inhibiting the practice of computer assisted language learning can be classified into the following common categories: financial barriers,

availability of computer hardware and software, technical and theoretical knowledge and acceptance of technology.

The purpose of this paper is to discuss the opportunities of using computers in language learning, and some training or explanation in the application. Therefore, it seems to be necessary to explain the advantages and barriers of computer technology to teachers and students. The major benefits offered by computers in enhancing language acquisition apparently outweigh their limitations. Nowadays, the development of the Internet has brought about a revolution in learning perspective and it is gaining immense popularity in foreign language teaching. Eventually more educators and learners are embracing it.

Indeed we are only just beginning to explore what the appropriate questions that need and it is important that we undertake this exploration. We believe that computers have much to offer us and will more offer in the future. But with so powerful and so pervasive a technology it is vital to develop and maintain a continuous critique.

Education technology

Writing about communicative competence in the 21st century, points out in a world increasingly driven by the need for innovation through research and development. The multileveled changes brought about in our everyday lives as a result of the nature and speed of technological development. The volume and range of information available, and its open accessibility, the multimodal features of electronic text as well as its interactive nature, we require significantly more than just the ability to read and write in a functional way.

‘Communicative competence refers to the interactive process in which meanings are produced dynamically between information technology and the world in which we live’ (Rasool 1999;238), ‘Language learners are entering a world in which their communicative competence will include electronic literacy, i.e., communication in registers associated with electronic communication’ (Murray, 2000: Warschauer,2000).

As a consequence, anyone concerned with second language teaching and learning in the 21st century needs to grasp the nature of the unique technology mediated tasks learners can engage in foreign language acquisition and how such tasks can be used for assessment. Language learners typically use computers at least to write papers, receive and send E-mail, and browse the World Wide Web. One challenge for language teachers is to shape some of their computer using experiences into language learning experiences. To meet the challenge, the study of the features of computer based tasks that promote learning should be a concern for teacher as well as SLA researcher who wishes to contribute to knowledge about instructed Standard Language Acquisition. Many learners will be required to prepare for computer assisted language tests such as those developed by the Test of English as a foreign language (TOEFL) program and the University of Cambridge local examinations Syndicate (UCLES) as well as the many Web-based

language test, including those being developed for languages of the European Union through the Diagnostic Language Assessment (DIALANG) project. Therefore, test users need to understand the issues involved in selecting such tests and helping learners prepare for them. Equally critical is the knowledge of computer assisted language testing required of test developers and researchers who construct and evaluate these new testing procedures.

To date the need for an understanding of computer-related issues in SLA has not been met by a coherent set of principles for examining past work and plotting fruitful directions. Instead, cross-disciplinary perspectives have been applied to individual efforts and developments and evaluation of Computer Application in Second Language Acquisition (CASLA) perspective which may enrich the knowledge based concerning computer capabilities and potentials for design and valuation. Despite the value of cross-disciplinary input, the array of computer related methods, concepts, and initiatives presented to applied linguists can be overwhelming. Moreover, substantive progress in CASLA requires that its identity be defined, including the principles for evolution drawn from relevant work in applied linguistics.

As Roe (1985) has pointed out, the original educational technology is the teacher's voice and it is still, potentially at least, the best. The first quantum leap came with a revolutionary technology for preserving the teacher's voice in writing. Chalk was invented. In the right hands it is a powerful if somewhat dusty tool! And when came ways of breaking down to some extent the barrier set up by the classroom walls between education and the world outside: tape recorders and language laboratories for sound and an increasingly sophisticated range of graphic devices from felt and magnet boards to OHTs, film strips, films and videotape. All these inventions served, in principle at least, to enhance the teaching process.

One of the conventional rationales for the computer in language learning is the justification that it offers a powerful self-access facility. It can easily generate learner-centered, self-pacing activity. The proportion of teacher-led to learner-controlled activity can change. More importantly, it offers choice: programs can be called up by the student at will; they can be sensitive to level of proficiency and, in the future, self-adjusting in real time in response to what they 'learn' about the student (O'Shea and Self 1983).

Computers are often said to support learner independence and interdependence while facilitating and enabling the construction of knowledge about the target language and development of language skills. However, language no longer exists independently of the computer as suggested by Warschauer who claims that "Learning to read, write and communicate in the electronic medium [is seen by language learners] as valuable in its own right" (Warschauer, 2000; 46). Chapelle (2001) stresses that the notion of 'communicative competence' has changed over the years: "Language learners are entering a world in which their communicative competence will include electronic literacy, i.e., communication in registers associated with electronic communication." Chapelle (2001)

Autonomous learners know how to formulate questions and devise plans to answer them. They answer their own questions through accessing learning tools and resources on-line and off-line. Moreover, autonomous learners are able to take charge of their own learning by working on individual and collaborative projects that result in communication opportunities in the form of presentations, websites and traditional publications accessible to local and global audiences. “Language professionals who have access to an internet computer classroom are in position to teach students valuable lifelong learning skills and strategies for becoming autonomous learners”. (Shetzer and Warschauer, 2000; 176).

Advantages

CALL programs could offer second language learning more independence from classrooms. A great difference between computers and teachers is that computers will never get tired and can repeat the same thing repeatedly to meet the objectives. CALL programs teach in different and more attractive ways and present language through games, animated graphics and problem solving techniques. Computer provides a platform for the communication between teachers and students. In contrast to traditional second language class room study, students can study more independently, leaving the teachers more time to concentrate and put on effort on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken, dialogue training, essay writing and presentation.

Enhance student achievement

Learners must go to the classroom at a fixed time and in a fixed classroom. If the place has a network of computers laboratories learners with authentic materials can study and can use the same materials wherever they are. They can use more materials and information from the websites of their own country or even from other of foreign countries to enhance their achievement.

CALL programs, an inspiration for second language learning.

Computer technology provides communication activities which increases the learning motivation for second language learners. Students can chat with people; they have never met, by sending e-mails or joining chats-rooms. Perhaps the most striking change that computer and information technology has brought to language assessment for delivering a wide variety of test tasks online anywhere in the world and providing immediate feed back. Recent advances in natural language processing and latent semantic analysis, along with improvement in scanning technology, have made it possible to score tasks both open-ended and responses to composition prompts- by computer. Even shy student can be benefited from individualized and student centered collaborative learning as well as the studious students can also proceed with full potential from working at their own pace.

CALL can help the learners with different approaches.

Language teaching in the past was teacher centered with the aid of blackboard, recorders and videos and written texts related to the class. Students found it to get bored and confused. With the help of computers, teachers can present pictures, videos and written texts related to the subject. Students feel things are more real and understandable. There is a wide range of online

applications on the Internet which include dictionaries, encyclopedias, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, literary extracts, games and puzzles. All these applications are available to use in the foreign language classes. The web is like foreign language classes and a virtual library that can be accessed by the world.

Barriers of computer assisted language learning and teaching.

Though there are many benefits of computers the application of current computer technology still has its limitations. There are a lot of barriers to use of CALL in language learning in many different aspects related to CALL.

Financial barriers

Language teachers often have some financial barriers to afford the necessary hardware and software for CALL because much institution does not spare an appropriation for CALL in rural areas. The simple technological availability of technological resources such as Internet (either non existent as can be the case in many developing countries or lack of band-width, as can be the case just about anywhere). When computers become a basic requirement for student to purchase, low-budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students.

Technological barriers

Today's computers technology and its attached language learning programs are not intelligent enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist second language learners. Teachers and administrators tend to either think computers are worthless or even harmful, or can do far more than they are really capable of. Also, there is a lack of unified theoretical frame work for designing and evaluating CALL systems as well as absence of conclusive empirical evidence for the pedagogical benefits of computers in language.

Training needed to learn to use computers

Many language learners do not have enough technical knowledge about computers and the Internet, as new programs and software are developing so fast. They sometimes feel that they should learn to a new program. Hence accepting a new technology is an important barrier for language teachers and learners as many of them are not interested in computers and Internet.

Some software programs for Foreign Language Learners

Grammar: - CALL Programs designed for teaching grammar include drill and practice on a single topic (Irregular Verbs, Definite and Indefinite Articles), drills on a variety of topics (Advanced Grammar Series, English Grammar Computerized I and II), games (Code Breaker, Jr. High Grade Builder), and programs for test preparation (50 TOEFL SWE Grammar Tests) Grammar units are also included in a number of comprehensive multimedia packages (Dynamic English, Learn to Speak English Series). Grammar checkers (e.g. Grammatik) are designed for native speakers and they typically point to problems believed typical of native speaker writing (e.g. too much use of passives). They are usually very confusing to language learners and are not recommended for an ESL/EFL context.

Listening - This category includes programs which are specifically designed to promote second-language listening (Listen!), multi-skill drill and practice programs (TOEFL Mastery), multimedia programs for second language learners (Accelerated English, Rosetta Stone), and multimedia programs for children or the general public (Aesop's Fables, The Animals).

Pronunciation: - Pronunciation programs (Sounds American, Conversations) generally allow students to record and playback their own voice and compare it to a model. Several comprehensive multimedia programs (Firsthand Access, The Lost Secret) include similar features. Text reconstruction programs allow students to manipulate letters, words, sentences, or paragraphs in order to put texts together. They are usually inexpensive and can be used to support reading, writing, or discussion activities. Popular examples include Eclipse, Gapmaster, Super Cloze, Text Tanglers, and Double Up

Reading: -This category includes reading programs designed for ESL learners (Reading Adventure 1 - ESL) and tutorials designed for children or the general public (MacReader, Reading Critically, Steps to Comprehension) and games (HangWord). More general educational programs which can assist reading (Navajo Vacation, The Night before Christmas) and text reconstruction programs are also included.

Vocabulary: -This category includes drill and practice programs (Synonyms), multimedia tutorials(English Vocabulary), and games (Hangman, Scrabble). It is useful for several references and searching tools (such as concordancers) which will be described in the Computer-as- Tool. Concordancing software searches through huge files of texts (called corpora), which is the plural of (corpus) in order to find all the uses of a particular word (or collocation). While very confusing for beginners, concordancers can be a wonderful tool for advanced students of language, linguistics, or literature. The best concordancer for language students and teachers is Oxford's MicroConcord. The program includes as an optional extra several large (total 1,000,000 words) taken from British newspapers. Or this program and other concordancers as well, can be used with any other text files available in electronic form. The computer as stimulus category includes software which is used not so much as a tutorial in itself but to generate analysis, critical thinking, discussion, and writing. Of course a number of the above-mentioned programs (e.g. The Animals, Navajo Vacation and Night before Christmas) can be used as a stimulus. Especially effective for a stimulus are programs which include simulations. Examples of this latter group include London Adventure, Oregon Trail, Sim City, Sleuth, Crimelab, Amazon Trail, Cross Country Canada/USA, and Where in the World is Carmen Sandiego?

Writing: - Most software for supporting writing falls under the Computer as Tool category. Exceptions include tutorials such as Sentence Combining, SentenceMaker, and Typing Tutor. A number of tools exist to help students work on their writing collaboratively on computers linked in a Local Area Network (LAN). The most popular among language teachers is Daedalus

Integrated Writing Environment, which includes modules for real-time discussion, word processing, electronic mail, and brainstorming, as well as citation software and a dictionary. Other programs with some similar features are Aspects and MacCollaborator.

Comprehensive: - A number of comprehensive multimedia programs are designed to teach ESL students a variety of skills. They range in price but many are quite expensive. Among the better known are Dynamic English, Ellis Mastery, English Discoveries, Rosetta Stone. The most common use of computer as tool, and probably the most common use overall of the computer for language learning, is word processing. High quality programs like Microsoft Word can be useful for certain academic or business settings. Programs such as Claris Works and Microsoft Works are cheaper and simpler to learn and still have useful features. SimpleText and Teach Text are simpler yet and may be sufficient for many learners.

Conclusion

The new conditions created by the advent of multimedia in teaching and learning makes it necessary for both teachers and students to understand that their roles have to change since electronic communication can help foster a new teacher -student relationship in which the student becomes more autonomous and teacher more a facilitator. One of the optimal ways to intensify and increase the relevance of foreign language learning and teaching is to integrate the use of media technologies and the internet in the teaching and learning process. Integrating CALL in teaching a foreign language seems to be now the present and future progress in education. The many authoring packages available in the market make it feasible. In short, the computer, which presents the teacher with a clear challenge and a unique opportunity for change, should, we think, be part and parcel of any teaching program.

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Language and Gender

A Discourse Analysis with Reference to *English for Fluency*

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Introduction

The study of language and gender has increasingly become the study of discourse and gender. While phonological, lexical, and other kinds of linguistic analysis continue to be influential, the interdisciplinary investigation of discourse-level phenomena, always a robust area of language and gender scholarship, has become the central approach of the field. Research on language and gender is interwoven with feminism and feminist theories. It is an extensive area and this paper concentrates only on what is relevant to this study with reference to the English text *English for Fluency*, prescribed for the first year under graduation for Kakatiya and Sathavahana Universities.

Despite the range of scholarly practices that fall under the rubric of discourse analysis, it is possible to identify areas of convergence. Neither a single theory nor a single method, discourse analysis is a collection of perspectives on situated language use that involve a general shared theoretical orientation and a broadly similar methodological approach. The approaches to discourse analysis considered in this paper stem from four different but often interconnected research traditions with reference to the language and gender in the contents of *English for Fluency*: an anthropological tradition that focuses on cultural practices; a sociological tradition that emphasizes social action; a critical tradition that concentrates on texts; and the historical tradition that considers the religious trajectories of discourse.

Discourse as Culture

The two frameworks considered here, the ethnography of communication and interactional sociolinguistics, act complementary on the relationship between language and culture in the gender perspective. Radha D'Souza's *Pochamma's Goddess* gives a brief account about the woman who was bereaved of her husband but surrendered herself to the will of Goddess to find her a new husband. When the husband of the narrator died suddenly, and her world crashed but she could hear the heated arguments in the men's section about the social progress. They said "...in the olden days on the tenth day the barber was called and the new widow's hair shaved off ... she was draped in unbleached *saree*, which was her only dress for the rest of her life..."(Purushotham, 14). When a woman loses her husband, she is supposed to give up all desires and go forward to the ascetic phase of life. What actually happens is quite the opposite in her thoughts. She is filled with all kinds of desires. "My desire to dress up and look attractive became obsessive"(15). For this she became envious of Pochamma, her maid servant,

because of her Goddess. Finally she could not resist herself to surrender to Pochamma's Goddess and she broke down and her words spluttered, "*Amma*, find me a husband ..."(16). The moment she uttered those words, she felt that a powerful electric current passed through her entire body. She was uncertain herself that how could such thoughts formulate into words and be uttered. Her cultural dominance made to presume that the words actually uttered by her mouth. She was in a deep thought that "Was Pochamma's Goddess already having such a powerful influence over me? ... Did she actually consider me one of Her own kind? ... Such ideas may come to Her people... but I was a Brahmin!"(17). Even her cultural beliefs don't allow her to accept the truth.

Discourse as Society

P. Sathyavathi describes how a woman forgets her own name since no one addresses her by name in the story *What Is My Name?* The protagonist of the story was a young woman, before being a housewife, educated and cultured, and intelligent, and capable, quick-witted, with a sense of humour and elegance. A young man made her the housewife to a household and declared it as her own home. She immediately swabbed the entire house and decorated the floor with *muggulu* designs. The young man gave a pat on her shoulder in appreciation and praised her work in English: "You are dexterous at swabbing the floor—even more dexterous in drawing the *muggulu*. *Sabash*, keep it up."(1).

The overjoyed woman began living her life, but one day while scrubbing the floor, the housewife suddenly asked herself, 'What is my name?' During the night meal, she requested her husband to tell her name. The respected husband burst out laughing and said, "What is it, dear, never has it happened before, you are talking about your name today. Even since we were married I have got used to calling you only as *yemoi* ... what's happened now—everyone class you Mrs Murthy, don't they?"(2). The husband also advised her to choose a new name, some name or the other. She asked her husband's permission to go to her parents' house, search for her certificates and enquire about her name, and return in a couple of days. He denied the permission saying that: "Very nice! Must you go just for your name or what? If you go who will scrub the house these two days?"(3). When she went her parents' home, she met her old friend, indeed she gave her new life by saying: "You are Sarada. You came first in our school in the tenth class. You came first in the music competition conducted by the college. You used to paint good pictures too..."(3). Getting to know herself, she is overjoyed and she returned home. Her husband sought relief and felt that it is like a festival for them. But Sarada retorted him by saying: "Just scrubbing the floor does not make a festival! By the way, from now onwards don't call me *yemoi geemoi*. My name is Sarada—call me Sarada, understood?" By saying this she went inside, humming, joyously.

Discourse as Text

Critical discourse analysis uses language as a means of understanding ideology and hence social and political relations. While the study of language ideologies expressed in language, may themselves carry ideas about the social distribution of power for theorizing and analysis of gender in discourse.

It is evident in G. Kalyana Rao's *From Untouchable Spring*. Bhudevi used to watch the folk-play, *Chenchu Laxmi*, along with her brother's son, Yellanna. The plays were performed in the outskirts of the village and the stage was raised with available wooden rafters. The class differences are very rigid in such village societies and existed for generations: "The Karanams and the Kapus used to sit closer to the stage. ... The Malas used to sit on the mound meant for them and the Madigas on their respective mound. Those two mounds were far away from the stage"(79). Bhudevi would like to watch the play from the nearer. "If she would stand up for better visibility of the artists, the elders of the village might spot her. That used to be risky"(79). Like the way, the marginalised sections are deprived of everything and even the women from these sections in the society are far worse than the others in observing some of the customs and practices. Thus the shift in emphasis from spoken to written language has important consequences of gender in discourse.

Discourse as Religion

One of the aspects of Muslim religion, the *purdah* system creates problems in getting a house or room on rent to the Muslim couple in the city of Hyderabad, in the story *For Vegetarians Only* discussed by Sky Baaba.

When the couple Yousuf and Shaheen approached a Muslim house owner, he enquires that:

He gave Shaheen an irritated look, 'You don't wear the purdah'?

'No', said Shaheen in a neutral tone.

'Why?' he asked.

Shaheen was nonchalant. 'Just like that'.

He...said in an insulting tone, 'We won't rent out our house people like you!'(62).

Shaheen was bursting with rage and was about to say something but Yousuf restrained her to do so. They suppressed their anger and anguish and stepped out on to the road. They were also shocked to hear the instant response from Ibrahim, the batch-mate and a distant relative of Yousuf, that: "My in-laws will not allow people who don't wear the burkha or the purdah"(62).

Conclusion

The insight that social identities such as gender are achievements or accomplishments, that gender is something that people ‘do’ rather than simply have is one that has had a powerful impact on language and gender research, as well as on gender studies more generally. Despite liberal legislation that officially ensures gender equality, widespread discrimination against women continues. Sociologist Mitra Bhadra also argues that “...all Indian women, regardless of class, caste, or region, experience some degree of gender discrimination” (Mitra, 11).

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LANGUAGE AND GENDER

DIVYA SREE

Gender and language had been linked in scholarly writings well before the second wave of the Women's Movement began in the late 1960s and early 1970s (for example, Jespersen 1922, Labov 1966). Further back, popular understandings of gender and language had existed probably for centuries before 'gender and language' was considered worthy of study. I am referring here both to prescriptive ideas of how women and men should speak, and to 'folk-linguistic' ideas about how they actually do (apparently differently). Proverbs captured these folk-linguistic ideas, often referring disparagingly to women's verbosity. Jennifer Coates (1993: 16). Lesser Antilles (West Indies), whose language was documented by Rochefort in 1665: he says that 'the men have a great many expressions peculiar to them, which the women understand but never pronounce themselves. On the other hand, the women have words and phrases which the men never use, or they would be laughed to scorn. Thus it happens that in their conversations it often seems as if the women had another language than the men'.

Gender-language relationships have been the focus of pre- and non-feminist work in several areas other than language use. These include what might be called 'linguistic gender' While empirical and other work on gender and language existed well before the modern Women's Movement, in the 1970s.

❖ Here are some possibilities – add yours to the list.

Gender relations gender representation

Gender identity gender construction

Gender difference(s) gender performance

Gender tendencies gender display '(Male) dominance' entailed a focus on actual males and females and the 'differences' between them.

The collocates 'gender portrayals', 'gender stereotypes' and 'gender ideas' refer rather to how gender, including alleged differences, is talked about (and thus textually constructed). These suggest that the idea of gender as a set of differences is being (at least) supplemented by a notion of gender as a construct, or idea, dissociated from dimorphically sexed human beings. Post-structuralism has provided a major challenge to essentialist notions of gender and has been crucial in the developing understanding of gender. An important relationship is that of gender to sex. Leaving aside the 'polite' use of gender to mean biological sex (and the regrettable phrase 'the two genders'), it is possible nevertheless (as many do) to see gender as a sort of social correlate of sex. In this view, biological males and biological females possess certain 'culturally' imbued characteristics which fall neatly into the same two biologically determined categories. This echoes notions of 'sex roles' (even of 'appropriate sex roles'), and sex roles being 'learned'. Thus boys 'learn' to be brave, and girls to be good listeners.

CONTEXT, LANGUAGE AND GENDER

In 1970s gender and language study, an acknowledgement of the importance of context came with the recognition that if and when men tended to dominate women linguistically in certain ways, this had to be related, *inter alia*, to what Hymes might see as ‘participants’ and ‘genre’. As a field, Gender and Language is highly diverse, as recent work illustrates. The programme of the IGALA3 (International Gender and Language Association) Conference of 2004 included presentations on:

- ✓ Discursive creation of gendered bodies in Internet chats;
- ✓ Institutionalising norms and roles of gender and sexuality in a call-in radio programme;
- ✓ positioning a mature and normative heterosexual self in ‘attraction talk’ in ten year-old boys;
- ✓ ‘Half-Japanese’ adolescent girls’ display of multi-ethnic and feminine cultural capital;
- ✓ Language, gender and world view: oral narrative in a Berber village;
- ✓ Are psychotherapy texts gendered?
- ✓ The portrayal of women in selected Polish print advertisements.

FURTHER APPROACHES TO GENDER AND LANGUAGE STUDY

Other ‘approaches’ characteristically used in gender and language study includes:

- ◆ Variationist sociolinguistics (i.e. linguistic variation within a community which correlates with some aspect of social structure)
 - ◆ Ethnography
 - ◆ Feminist theory and queer theory
 - ◆ (critical) Discourse analysis
 - ◆ FPDA

- ◆ Discursive psychology
- ◆ Pragmatics (tag questions, compliments, apologies)
- ◆ Psychoanalytical theory.

Early work on gender and language

Early work on gender and language by Mary Haas and Lesley Milroy. Based at the University of California, Mary Haas studied women’s and men’s speech in Koasati, a Native American language, in the 1940s

Developing understandings of language: Context

The first concerns the talk surrounding a written text. The second concerns the necessarily local (though not necessarily geographically constrained) idea of the CofP. The third concerns a ‘cultural con-text’, which spreads over a geographical region (but is not defined by national boundaries).

Approaches to gender and languageresearch

Raysonetal investigate ‘social differentiation’ in the use of Englishvocabulary through the spoken English sub-corpus of the British National Corpus.This differentiation includes ‘gender’ as a binary category, and it is the section ofthe article on gender which is reproduced here.

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**CONFESSIONS OF KAMALA DAS;
A STUDY OF HER AUTOBIOGRAPHY 'MY STORY'**

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An autobiography is a glimpse into a person's life. It is based on confession revealing the uncompromising truth. It has no room for fantasy and imagination. The author has to narrate only the truth. The term 'Autobiography' was coined by poet Robert Southey in 1809 in the British "Quarterly Review". 'Autos' in Greek for self, 'Bios' means life and 'Graphe' stands for writing. An autobiography typically tells the Chronological story of the author's life – from birth to the present. Most autobiographies are written in first person meaning the narrative consists of 'I' and 'We'. The autobiography general has received serious scholarly attention in the last fifty years.

The authoritative introduction by Sidonie Smith and Julia Watson surveys writing about women's lives from women's movement of late 1960 to the present. The 19th century women autobiography reveal about how women perceived themselves, their self defined gender ideology, particular concern in their accomplishments and life styles. Indian women are portrayed as long-suffering wives and mothers silenced by patriarchy. Women autobiographies provide information about the private sphere which is often unavailable in other official sources

In a patriarchal society women have no role to place in social, cultural, political and economic aspects. They are under the male domain. Even the liberated women also might have suffered subversion. Their autobiographies depict the subversive and submissive life and also gender discrimination which they suffered from. Even in royal families of 20th century male supremacy was predominant. A woman is expected to be modest, shy, passive, self-spoken and attractive. She is not encouraged to be active, assertive or competitive. Some of the women autobiographies are a challenging account of writer's physical as well as mental urges. Right from their childhood they were trained to be submissive. They were taught that female are inferior to male and it is a sin to displease one's father or husband. Despite of having achieved success in life, many women felt discrimination in their childhood.

It is necessary to note that Kamala Das was the Indian English women poet who evolved such radical view points with regard to both language and gender. She provides us a paradigm of many distinctive female anxieties and abilities. Her candour, daring articulation of taboo subjects, celebration and exploitation of women's identity and echoed in her poems. The publication of Kamala Das's '*Summer in Calcutta*' (1965) changed the history of Indian English poetry especially of women writers. Kamala Das articulates a sense of exclusion from the masculine tradition and alienation from her female inheritance throwing overboard the norms imposed by the patriarchal society as well as the elaborate modesty used to shield and control the lives of women. The works of women writers like Das are touchstones that have provide models

for understanding the dynamics of female literary response to male literary assertion and coercion.

Kamala Das was born on 31 March 1934 in Punnayurkulam, in south Malabar Kerala, in an affluent matrilineal matriarchal family of the Nalapat Nayars. Her father V.M.Nair a successful executive in an American firm in Calcutta and later the editor of *Matrabhumi* had little time for her and did not know to show his affection for his children. And her mother Balamani Amma vague and indifferent most of the time engaged in writing. Kamala felt her parents were horribly mismatched and her brother and she with the burden of a swarthy skin and ordinary features had been born of an arid and loveless union. Kamala had her first lesson of discrimination as a dark girl from South India while she was a student in Calcutta. She characterizes her relationship with her brother as ‘the kind a leper may feel for his mate who pushed him on the hard cart when they went on their begging rounds’. Her white classmates at her European school not only made fun of her brother who was plump and dark, though he was the cleverest in the class, but at times even tortured him until he bleed from the nose. When the school had distinguished visitors the brown children were discreetly hidden away, asked to wait in the corridor behind the lavatories with the school ayahs for company. She recalls with pain how a poem composed by her once recited by a cute Scot girl called Shirley when the Governor came and the Principal readily attributed the authorship of the much admired to Shirley! She also recalls another occasion when on a picnic she was ridiculed by her teacher and classmates for not making merry with them. She has a poem on this incident too.

This childhood trauma and oppressive sense of loneliness and alienation seem to have stayed with Kamala even in her adulthood. The constant shifting of home – Calcutta, Bombay, Calicut probably gave her a sense of insecurity and fleetingness. At six she had written poems on dolls that lost their heads and had to remain headless for eternity. These dolls must have symbolized her fear of the identity and selfhood. The community life had its share of violence too that came from the hierarchies of class and caste. The convent atmosphere was full of dread, especially the fear of sin. In Calcutta too the teachers too were ‘old maids turned sour with rejection’, subjecting the students to their subtle sadism. The student she fell in love with only advised her to read Marx and Engels without wasting time in wearing flowers in her hair!. Her fascination for her art tutor also came to nothing as the tuition was discontinued by the suspicious father. Around this time she had the first experience of communal hatred and violence.

Kamala Das’s poetic spectrum is characterized by feminine sensibility, confessional mode, commitment to raw nerve experience and focus on the ‘self’ which is the poetic nucleus of the confessional poets. Poetry for Kamala Das is not professional, but the very spirit which imbues herself. Expressing her poetic credo, Das says, “Poetry for me is very personal and private. I is like prayers. I don’t want to share it with public. I write a lot in my private diary and onlyprivate diary and only a fraction of it has been published” (My story 58). Das’s perception of the self and society are seen through the eyes of the multiple roles of woman: mother, beloved,

wife, nymphomaniac, daughter, daughter, devadasi, goddess and street walker. Caught up in the vortex of her passion, Das's female worldview is sharply posited against the male-oriented world. The self-exploration and confessions of Kamala Das, however are not personal grumbles because they have a universal appeal. Kamala Das vociferously protests to put an end to institutionalized womanhood that coerces women to become passive, pliant and docile. The patriarchal conditions of women push female violation, desire and agency to the margins:

Women, is this happiness, this lying buried

Beneath this man? It's time to come alive.

The world extends a lot beyond his six-foot frame.

(Conflagration, The Descendants 20)

Kamala Das displays tremendous courage in revolting against the sexual colonialism of the sexist and patriarchal society that marginalizes women. Das not only questions the efficiency of man-made language to express the women's view point, but also disrupts the very linguistic structures which construct the patriarchal words. Being unable to express her woes and pain in the patriarchal language embedded in phallogocentric codes. Das questions:

Why not let me speak in
And language I like? The language I speak
Becomes mine, its distortions, its queerness,
All mine, mine alone. It is half English,
Half Indian, funny perhaps, but it is
Honest, it is human as I am human,
Don't you see?

(An Introduction)

Das's poetry and autobiography *My Story* assume greater significance than what has been accorded to them. The "I" of the autobiography is as much a person as the "I" of the poems. She also talks of the 'sad lie of my unending lust' a line which cautions us against thinking they have got at the 'truth' of this apparently forthright persona. The poetry of Kamala Das is a psychic striptease raw nerve experiences, imbedded with inherent paradoxes and complexities breaking the taboos and silences imposed by patriarchy.

Kamala Das shows immense pluck in revolting against the sexual subjugation of women by men subverting the phallogocentric discourse of Indian English poetry. What Kamala Das did succeed in doing through her poetry as removing the impediments laid down by patriarchy and opening the pathways for other women poets to break the "silences" in the tradition of international women writers, one of the most impressive qualities of Kamala's poetry is her ability to remain true, frank and uninhibited to a certain viewpoints. She writes about love,

unhappy domestic life, her unhappy sexual encounters and frustration relationship. Her poems, even at a cursory look, project a 'tortured woman personae' pleading throughout for understanding and compassion from the male counterpart. She talks of man-woman relationship. Her expression is aggressive but pleading- pleading to males for spiritual satisfaction through a balanced and perfect union of the two. Her primary concern was actually an expression of bitter experiences in search of true love and companionship that makes her reflect the Indian sensibility. In her poem "An Introduction" she gets irritated to, listen to:

.....Dress in sarees, be girl,
Be wife, they said. Be embroiderer, be cook,
Be a quarreler with servants. Fit in.....

(An Introduction)

She gets offended and sheds off her female qualities and tries to identify herself with men. She claims:

.....I wore a shirt and my Brother's trousers,
Cut my hair short and ignored my womanliness.

(An Introduction)

Here 'brother's trousers' shows her identification with men. She expresses her limitations faced upon the women-folk by the 'categorizers' of the society.

If we look at the poetry of Kamala Das we do find a woman flouting the social impositions relating their social behavior, dress and other mannerisms; abusing the lustful and hypocritical attitude of their male counterpart; complaining for the lack of understanding for their feelings and emotions; yearning for a companion with dignity and tenderness; and relying more on the continuance of love. Women writers owe a special debt to Kamala Das. And in her best poems she speaks for women, certainly, but also for anyone who has known pain, inadequacy and despair.

Action Research in English Teaching: A Practical Perspective.”

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Introduction

It is a world known fact that, with monetary issues quantity triumphs quality. But regarding a person's career and his sustained future quality plays a very important role. The basis for one's success regardless of his profession is the quality of education within him including his ethics, but sadly this concept is gradually dwindling as of this generation. Hence there is a vital need as a teacher, a student or an evaluator to enhance and sustain the quality of higher education.

Conventional teaching methods usually include flaunting knowledge in a classroom with least involvement of the student, which often results in poor retention. In present trends, teachers should evolve themselves as tools, in other words facilitators and guides for students, to build their personality and subject in a practical perspective so as to inject it in their roots. This kind of approach not only builds a healthy student-teacher dynamic, but also gives a wiggle space for the student to express their ideas and to think outside the box. Keeping the above topics in mind I have designed an experiment with a set of 120 students to build the quality of education (Advanced English communications) so as to contradict from the current teaching methods. The response was very overwhelming and the experiment was fruitful in achieving its objectives.

Current system.

The quality required for reaching the true heights of education is always misguided to lie solely in the midst of pages in a book or a grade on an answer sheet; it is often the contradictory, to lie in the perspective practical approach towards the subject.

The current education system poorly reflects in possessing such methods, in other words traditional teaching methods are proving to be academic in nature and failing to deliver the essence and purpose of higher education. For a student with improper language background this may seem challenging since the outcome of academics is mostly based on the roots of the subject ,this have often lead broad section of the students to view the subject as alien and retract from any hopes of ever learning it .

Here is a flow chart depicting the various phases of a typical outsider to the subject, with respect to the current teaching methods.



From the above flowchart, we can only concur that clearly it's time we follow the saying "True education is practical implementation of gained knowledge ".

Experimented procedure

Keeping in mind the atrocities of the pure academic procedure, I have designed a program with a group of 120 students over a period of 3 months and have created a series of practical approaches towards English communications and have briefly recorded a summary of the response it has received over time

Terms of the experiment

I divided the group of 120 students into 12 teams with team leaders selected by the group. I have been in constant communication with each group and team leader and have allocated a time period of 3 hours, every three days to give a presentation regarding a topic based on English communications. Each member of the team is graded with the following aspects:

1.) Clarity of the concept. 2.) Time utilization.)PPT presentation4.)Team work. 5.) Design of the project

Besides each member of the team is also graded on his cooperation provided to the team and his involvement in the whole project. The final marks allotment has been taken as an average of 4 such programs by each group.

The programs may consist of the following

- 1.) Skits and plays depicting the importance of English communications.
- 2.) Conducting quizzes and other literary competitions.
- 3.) Viva and group discussion sessions.
- 4.) Conducting interviews.
- 5.) PPT presentations, seminars and informative videos.

And any creative means of improving the quality of English communication, disregarding the pure academic methods.

Topics chosen and response received:

After the design of the project, I've received the following topics as abstracts from a few groups

- 1.) Importance of English in work life. 2.) Vocabulary Development. 3.) Importance of Interview Skills. 4.) Importance of Group discussion and JAM sessions. 5.) Importance of English in personal life.
- 6.) Importance of communication skills in today's industries.

Importance of English in work life:

This group despite being the first has shown the utmost maturity by grasping the concept of this experiment quickly they have enacted an excellent play contrasting life's of sales man with and without the influence of English in their day to day trade . After the play they have involved the rest of the students and have given a properly practised PPT showing the might of English rule in all the industries and its importance in all the fields across the world. The real treat began when they have conducted a quiz show involving over 100 students and have revived the meaning of a classroom dynamic.

Vocabulary Development:

The second group has taken next step and given a subject the true perspective approach, they have presented how vocabulary from different places of the world may vary with a home ground approach, but how regardless we can stretch the walls of English into our home when we have the desire to make it ours. They have involved all the students and designed experiments to show commonly mistaken vocabularies and tricks to master the correct ones with several practises. The session was truly fruitful

Importance of Interview Skills:

Personally, the most fruitful session of the course was by this group, in which they have patiently collected the resumes of 100 people and taken brief interviews of each one of them.

They have evaluated each candidate on several perspectives and presented trophies to best candidates, competition aside they have taken a 2 hours session on things to-do and not-to in an interview, by which they have increased the confidence of each candidate by conducting mock interviews and making them come forward towards their dream of a successful interview.

Importance of Group discussion and JAM sessions:

The session revealed the importance of Group discussions and Jam sessions. They have assigned several topics to certain groups and pointed out the do's and don'ts of a GD, also they have increased the quality of the session by enhanced tricks to keep it professional. They imparted the group how keeping a GD non-personal always turn fruitful. They also conducted JAM session to boost up the confidence and brush the creativity among students, which helped a lot of learning students to come up with thoughts on spot.

Importance of English in personal life:

The session was fruitful in conveying the troubles and shortcoming of how failure in proper English communications has affected the personal lives of several locals. It conveyed that irrespective of your home ground, English plays a vital role in the day to day happenings of life. The group have displayed several moving videos of non-local people learning English in a burning zeal to make better in this world and move forward in their careers. They have truly increased the quality of education, by imparting the importance of English on many levels.

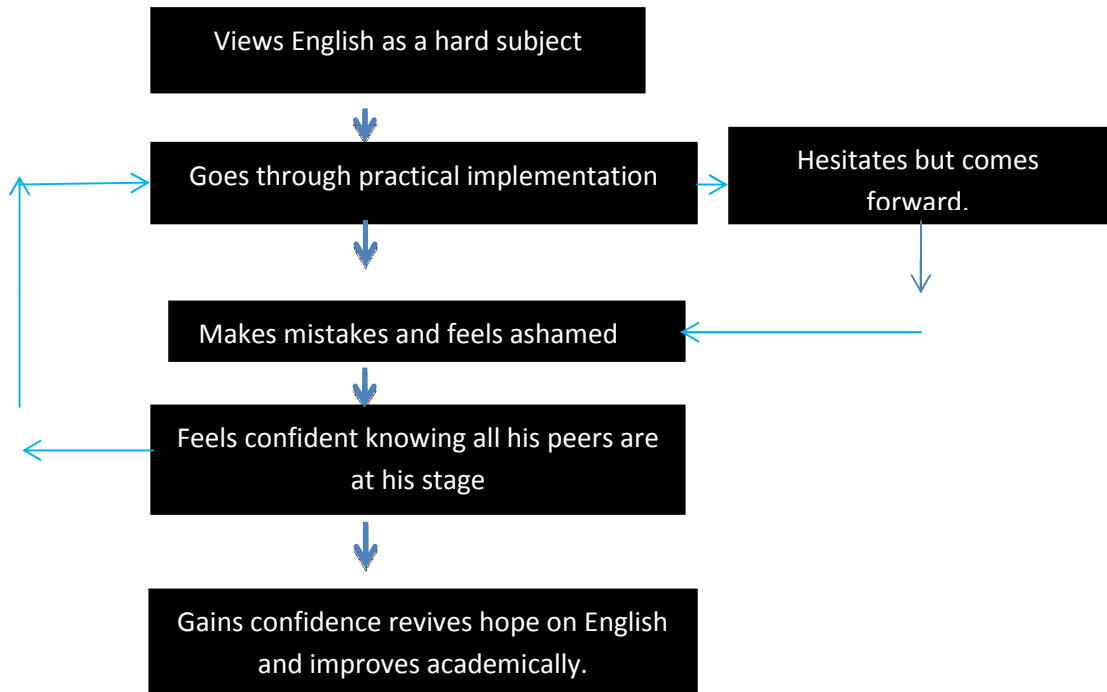
Importance of communication skills :

The group had a very interesting out of box idea, to record live videos of running industrial CEO's and taking interviews of how communication skills affected their lives in both positive and negative way. It gave an inspiration and aim among students to master these skills before they head off to their work lives. The session also included situational plays involving students to use communication skills so as to come out of a tough fictional situation. It was truly interesting how students used the opportunity to professionally deal with the situation.

Results of the experiment:

The series of such sessions over a period of 3 months have transformed the quality of education imparted to students. This kind of session have not only regulated and ignited the zeal of students towards higher education and quality production of knowledge but also integrated quality education in to their roots. The response for this procedure has been overwhelming. Communicative interaction encourages cooperative relationship among students. It gives students an opportunity to work on negotiating meaning. The learners participated actively to create their own knowledge rather than being passive participants. At the end of this interactive session, both the teacher and the student had a feeling of achievement and contentment. This approach was well appreciated by both the students and the staff as the final result of teaching,

proving that learning achieved. I feel activity based teaching is panacea, which allows us to create time and space to enquire and analyse our work. The contrast of path is highlighted by the below flowchart.



Conclusion

Undoubtedly, improving the quality in education is the responsibility of teacher, but at the same time the learner should also exhibit his curiosity and inclination towards learning. If the learner doesn't show his interest, determination and sincerity towards learning, the efforts of a teacher will be of no use. Therefore both the trainer and trainee are more on a parallel line in learning process that results in improving quality in education as expected.

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Inclusive Language Education: A Case for the Visually Challenged in the Integrated Masters' Programme

Dr Shree Deepa

This paper is a consolidation of the experiences of the author of teaching in the integrated masters' programme in the past seven and half years. Visually challenged students form a major group of students that require strategic, planned, systemic, systematic and empathetic attention from the teaching fraternity at all levels. Bringing them into the main stream education is the goal of every conscientious teacher and more so the English language teacher. Inclusive education is impossible without proper practical attention to this special group of students. The term Inclusive Education has gained more importance all over the globe and more so in India in the last decade. After the Salamanca deliberations and as a signatory to the Salamanca Statement, India has committed itself to the development of an 'inclusive system of education' and has strived to achieve it thereon. The term 'inclusive education' has rapidly gained importance as a concept and as practice in government documents at the school level (Singal & Rouse, 2003) and is proliferating into higher education and teacher education levels. Vislie (2003) elucidates that since Salamanca 'inclusion' has become a global descriptor and the international community, by signing the declaration, has adopted its usage; however, this does not mean that there is a formally fixed and stable use of terminology. Peters (2003, p. 1) observes in a rather detailed analysis of international research on policy and practice concerning inclusive education, that it is a 'complex issue' and 'no coherent approach is evident in the literature'.

For the purpose of definition in this paper I borrow from the 2010 national curriculum framework for teacher education (here after referred to as NCFTE, 2010) that defines the term as follows: "Inclusive education refers to a philosophical position as well as an arrangement of institutional facilities and processes. This is to ensure access to and conditions of success in education for everybody, including those in the margins, either with learning difficulties because of physical or mental disabilities or because of their social position. The aim is to create an integrated school setting, providing equal opportunities to children with special abilities, varied social backgrounds and diverse learning needs." (12) While Indian government and the UGC agree that exclusion is still found in some areas and/or to some extent in the following manner, "We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties. Neither does the teacher understand their needs nor what s/he can do to make learning possible for them. The Persons with Disabilities (PWD) (Equal Opportunities, Protection and Full Participation) Act, 1996 provides for free and compulsory education up to the age of 18 years for all children with disabilities. To enable the implementation of this Act, teacher education institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive

education.” (NCFTE 2010, 12) but the UG and higher education learners are not explicitly discussed. And in most of the documents the term *teacher* is almost always indicative of a school level teacher and a similar requirement is conveyed as, “The concern is to make teacher education *liberal, humanistic* and responsive to the demands of *inclusive education*. The emphasis in teaching is not on didactic communication but on *non-didactic and dialogical explorations*.” (NCFTE 2010, 19). The terms are broad, abstract and lack specificity and do not address the real time problems of such a stand. The higher education *teachers* must apply the expectations of the said definition to themselves in order to pro actively participate in inclusion at the UG and higher levels. It further states that, “Foundational learning in this area involves establishing links between developmental constructs and principles in psychological theory and the larger socio-political realities in which children grow and develop. Understanding the development of children in diverse contexts is necessary to equip student teachers to address diversity in the classroom and to teach within the frame of inclusive education.” (NCFTE 2010, 28)

Nidhi (2005), tracing the development of inclusive education in India observes that “Mukhopadhyay & Mani (2000, p. 1) state that the period beginning from 1981 witnessed a number of acts and resolutions favouring inclusive education at international and national levels. They refer to the UN Convention on the Rights of the Child (United Nations, 1989), the Jomtein Conference (UNESCO, 1990) and the Salamanca Statement (UNESCO, 1994) as ‘international instruments’, mandates which have had a significant impact on regional and national policies, such as the passing of The Delhi Declaration on Education for All in 1994 at the regional level, and the Persons with Disabilities Act, 1995 (Ministry of Law, Justice and Company Affairs, 1996) at the national level. Arguing with regard to the latter, Mukhopadhyay & Mani (2002, p. 96) state: ‘In the same spirit flowing from global affirmative action, India also passed the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act in 1995’. Jha (2002) also presents a similar picture when he states that India has been following international developments in the field of special education. In addition, many non-governmental organizations (NGOs) in the country are supported by international funding agencies, and the government itself has been actively collaborating with various international bodies. This overarching influence of international mandates on developments in India is evident as researchers have grounded their understanding of inclusive education and the ‘why’ (e.g. Manivannan, 2000) of inclusive education exclusively in the Salamanca Statement (UNESCO, 1994) and/or in the Northern literature.” (334)

With such a background when we seek to apply the ambitions to the Integrated Masters’ Programme (henceforth referred as IMP) in the University of Hyderabad, Hyderabad, the English language learners and teachers have a lot to contribute for further deliberations. The programme was established in the year 2006 and since then has had approximately 20 students each year in the visually challenged category. And according to the university website Empowered Committee for Disabled Persons (No.UH/REG/2008, dated December 12, 2008 from the Office

of the Registrar) reports the number as more than 50. These numbers are not negligible at all. These numbers also mean that so many are brought into mainstream education through inclusion policies of the university and the UGC. The students of the IMP in general and the visually challenged in particular join the university after having completed their 10+2 levels and are selected into the programme through a national level entrance examination (and an interview in some disciplines). The present number of students enrolled is around 200 across various disciplines. All the students need to study English in their first two semesters as a compulsory paper. The students are placed in different levels of proficiency after their performance is assessed through a screening test.

The Centre for English Language Studies teaches this course. There are about eight groups of students this semester. And last year as many as fourteen students belonged to the visually challenged category. The idea was to help them adjust to mainstream education through inclusion. This paper examines the practice of inclusive education from the university's, teacher's and the learner's angles, the issues and challenges and possible pedagogic implications and suggestions for the pedagogy and syllabus that may be useful for a larger population. The mode of examination is field observation notes, semi structured interviews, consolidation of experiences and feedback from students- both written and oral. The scope of the paper is limited to visually challenged students with some references to other special ability students. The paper is aimed at making a case for the specially-able students in general and visually challenged in particular. It talks of some of the practical issues that are imminent in an inclusive classroom and suggests a few steps that can be taken as pedagogic practices if not syllabus changes.

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Acquisition of English Language Skills At The High School Level –An Overview

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Language acquisition according to Krashen (1980) is the sub-conscious assimilation of the language without any awareness of knowing rules. Language acquisition is one of the typical traits of humans and usually refers to first language acquisition, which is how a child picks up the native language. In first language acquisition, children get a feel for what is and what isn't correct through a natural communication. The emphasis is on the way they communicate and not on the form. The term 'acquisition' is used to refer to picking up a language through exposure. 'Learning' on the other hand, is a conscious process achieved through formal study and resulting in an explicit knowledge of rules. It is the outcome of instruction of the rules of language.

Second language acquisition stands in contrast to first language acquisition. Naom Chomsky (1965) , emphasized the learner's innate mental capacity for acquiring a language shifting the focus from language learning to language acquisition. In second language acquisition, the learners learn an additional language after they have acquired their mother tongue. The term 'second language acquisition' is used to emphasize the sub-conscious nature of the learning process but in recent years learning and acquisition have become largely synonymous. The second language learner (L_2) is differs from the first language learner (L_1) in two critical ways, William C.Ritchie and Tej.K.Bhatia (1996). The (L_2) learner begins the process of acquisition at a time when he/she has matured past the age when L_1 is normally acquired and L_2 learner has a language system in place. Although the role of first language has both negative and positive transfer on the second language acquisition, positive transfer being facilitative, should be encouraged in the teaching process. 'Transfer' is a general term describing the influence of previous knowledge to subsequent learning. Positive transfer is when $L(1)$ form is used in $L(2)$ usage and it is the part of $L(2)$ norm and negative transfer occurs when the borrowed $L(1)$ usage is not part of $L(2)$ norm and inhibits the learning process.

Second language acquisition is not a uniform and predictable phenomenon there is no single way in which learners acquire a knowledge of second language, Rod Ellis (1985).second language acquisition takes place either in a natural or classroom setting and covers the development of phonology,lexis,grammar and pragmatic knowledge which lead to the learner's competence. Different learners in different situations learn a second language in different ways. In Indian context, the term second language is understood as a language that is learnt after one or more Indian languages which are primary and significant. In School Education, the three language formula is carried out and according to the Education Commission 1964-66, a solid foundation in English must be laid at the School Stage.

The acquisition of English language at the School level is very crucial specially at the high school level. At this stage, the learner develops certain maturity levels and is in a position to explore the language all by himself/herself. In the School, the learner is exposed to a whole lot of aspects of the language in the form of syllabus. The learner is expected to learn everything only to reproduce it on paper through exams and tests. This kills the spirit of acquiring the language skills as he/she is crammed with too many things and the learner hardly puts what is being learnt to practice. Teaching English language skills is a major platform on which acquisition of English language takes place. Teaching of language skills can be embedded across the curriculum to achieve competency with the language. Developing learning experiences that strengthen all the four language skills is possible with suitable syllabus.

Language skills are normally defined as the skills of listening, speaking, reading and writing. The acquisition of four language skill is considered a yardstick to measure the level of achievement in a student. Some formal classroom activities encourage the learner to focus on one or two of the skills, while others focus on integrating the skills within an activity. Although the learner can easily get acquainted with the richness and complexity of English language for communication when all the skills of language are merged into one form of approach, the contention here, is that priority should be given to the receptive component, which include, listening and reading skills. While it is true that a gifted learner benefits from even a short exposure of a second language it is an average and a below average learner who always end up retaining very little of the four skills and unable to cope within a genuine authentic communication. Norman F. Davies and other scholars in *The Modern Language Journal* (1976) have given primacy to receptive skills as this is the natural and most efficient way to learn languages, whatever the length of course. For the process of developing of the four language skills, the training of the ear has to be given priority. In other words, it is the listening skill that tops the list of priorities. Winitz (1981) has clearly demonstrated the theoretical and practical importance of the listening comprehension skills offering more productive focus on the acquisition of English language. The recent emphasis on technology in Education will all the more pave the way towards making the learner listen to long stretches of English at School. By developing effective English as second language modules, and also by formatting all the units in the prescribed textbooks of English at the high school level into audio lessons will not only enable the students towards subconscious assimilation of the language but also to learn the correct pronunciation, which may not always be possible from a teacher.

Krashen (1984) and many others before him have argued convincingly for the priority of reading over all other language skills. Reading comprehension should also be an essential feature as seeing the language will reinforce the impression of the language which will make the learner absorb the language and lead the way for an active grammatical control. Most English course books describe life and situations from an English western point of view. It is important that lessons should have simple English to understand and reflect the culture of our country so that the learner can identify with the lessons and interest on his/her part is generated.

Therefore it is obvious that in any language acquisition, comprehension makes way to production. This is all the more relevant in second language acquisition. Skill in production of speech output is the most difficult and complex and hence cannot be taken as starting point as against in first language acquisition. In first language acquisition, the child has to inevitably follow the listening – speaking – reading – writing sequence, because of the physiological factors. Writing on the other hand, is a process of analysis and unless the learner is studying English for special purpose of academic study, it is unlikely to give importance to writing skill. Moreover, the skill requires relative cognitive maturity. The implications that can be drawn from the above said are, the four skills of English language cannot be segregated and learners can interact naturally only when all the four skills of language are integrated. Nevertheless, listening and reading skills should be placed on a high position as progress in receptive component leads to progress in productive component of language acquisition.

The Central factors in language learning and teaching are aims, methods and materials. The aims and objectives of English language teaching must be defined in such a way that they have a considerable level of attainability in actual practice. Instruction in the English language acquisition should be learner – centric and communicative teaching should be given importance with the help of computer assisted audio-lingual modules where the teacher is the facilitator in the whole process.

A language text, for instance, prescribes an order of contents for the learner. It is understood that the order in which the features of the language are presented do match with the order in which the learner is capable of acquiring them. However, unless the teacher's understanding of the syllabus scheme coincides with the learner's own way of learning the language, we cannot be sure that the teaching content will contribute directly to language learning. With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication. Apart from the prescribed text books, the materials employed should be determined by the teaching aims and method. Using the right kind of material which specifically and adequately serve the purpose is also another important prerogative in the language acquisition process.

Therefore the various stages in English language acquisition prepare the learner from pre-production stage to receptive knowledge stage and subsequently towards the productive knowledge stage where the learner reaches a level close to competence in all the four skills of language. At one time language learners were perceived to master various formal skills and today we see a new set of learners who comprehend and produce language that has emerged. Functional language acquisition has taken a front seat and in this whole process, the role that is played by formal instruction is of central importance because it enhances and accelerates the acquisition of English language. The syllabus put in place should stress not only on 'knowing' but also on

'doing' with the topics the students learn and acquire. Technology can be used to the advantage of English language acquisition as today's learners are techno-savvy. High school teachers can take the help of digital tools and use blogs and social networking to enhance the language skills in learners. Seminars and Projects also help in gaining the required language skills. Acquisition of English language skills at the high school level without opportunities for students to meaningfully apply these skills often lets the acquired skills quickly forgotten. The challenge is to blend them in effective ways.

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Teaching English in Mixed Ability Classes through the Task Based Approach

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The Task Based Language Teaching (TBLT) is an approach which offers the students materials which they will have to make use of and it also helps them to be actively engaged in its processing, in order to achieve the specific goal or to complete a particular task. According to Nunan (1989), a task implies a careful examination of its meaning, strong focus on the goal to be achieved and a clear understanding of the methodology to be followed in order to accomplish the well-defined goal. The various components of ‘tasks’ are proposed by many exponents. These tasks serve the needs of the students in helping them to learn the second language. Following are the main elements:

- Second language can be acquired through the task which facilitates and creates a conducive context for the learners.
- Opportunities are created for the learner of the second language with a greater focus on the form.
- Through the Task Based Approach, the real life language learning needs can be easily related to the students’ concrete life experiences.
- In a Task Based Approach, the learners can be motivated to acquire a greater liking for learning the language.
- Through the given task, the teacher is able to easily identify and evaluate the level of learning of each student.

The Task Based Approach takes into consideration the individual ability of the learner while focusing on the two aspects of methodology.

First: the organisation of the task in a sequential order, by taking into consideration the mixed level abilities of the learners.

Second: the participatory structure of the class in all its various forms that is proposed to the learner.

The organisation of the task: The task organisation can be done through three phases. They are: Pre-task phase, Main task phase, Post-task phase. All these three phases are taken into account by the teacher before performing the task on the students.

The participatory structure of the class: The participatory structure of the class emphasises on individual activity, class activity and small group activity. Various other aspects like language focus, Task based syllabus, Role of instructional material, etc., are taken into consideration when these activities are conducted.

Thus, a task can be described as a simple method which can be adopted in order to teach the second language. The Task Based Approach is similar to the daily tasks that one performs, like brushing the teeth, making tea, attending to a phone call etc. A teacher should be a good facilitator in order to make the learners well equipped in making use of the available instruments effectively.

The materials can be in various forms, such as charts, diagrams, sight words, puzzles, etc. Local newspapers can also be a very good resource material. By presenting deep and meaningful questions, the teacher can motivate and guide the students to perform the task with greater ease and interest.

The above task was conducted for the M.A English literature students coming from a rural background and it turned out to be a very fruitful and effective learning experience for them.

Objective of the study

- The main objective of the study was to know whether the students could communicate effectively in performing a task.
- To know whether the activities conducted with the group of learners were enhanced to communicate effectively and challengingly.

Sample

- The sample for the study consisted of fifteen previous M.A. students coming from a rural background. Among them, there were 6 girls and 6 boys with mixed level abilities.

Instrumentation

- The main focus was to perform a task which was assigned by the teacher to the target group. The task included random topics of one's own choice, topics given by the teacher, creating a situation, using the given vocabulary, vertical grouping tasks, etc.

Parameter

- The performances of the students were assessed through the analysis of their understanding of the concepts, the use of the right and precise vocabulary, the consistency in the usage of tenses, the style and the clarity of expression and above all, their creativity. In all, four rounds were conducted with them. The total marks allotted was 100.

Findings from the four activities:

Tasks conducted for First year M.A. students

Name of the Activity	Random self- chosen topics	Teacher- given topics	Creating a situation/using the apt vocabulary	Vertical grouping - performing the teaching task	Total marks
No:	10 marks	20 marks	30 marks	40 marks	100 marks
1	2	11	20	30	63
2	3	12	21	33	69
3	4	14	19	34	71
4	5	13	17	31	66
5	3	10	27	37	77
6	7	15	27	37	86
7	8	15	28	39	90
8	7	13	24	32	76
9	2	12	21	33	68
10	2	14	20	34	70
11	3	12	23	35	73
12	3	15	22	34	74

Methodology and Findings:

The above given table clearly proves that, among all the learners, there was a gradual improvement, from the first round to the last. Students lacked confidence in the initial stages. More than the other conducted activities, the vertical grouping made them more confident. The vertical grouping was done with the involvement of the final year students. The first year students were mixed with the final year students. Small groups were formed taking into consideration the mixed level ability of the learners and then the task was assigned to them. The final year students took the initiative in their small groups, in order to introduce the task to the first year students. Later, the first year students from each group were made to perform the task in front of the assembly.

Feedback from the students:

- After the completion of the activity, the students suggested that similar task activity be organised once a week.
- For some of the participants, it was very challenging and it improved their self-confidence.
- Performing and completing the task gave them tremendous joy.
- They could learn and develop new vocabulary and use it in their day to day contexts.
- They felt that they were intrinsically capable and had the capacity to learn.
- They had a good interaction with their seniors and they learned new things from them.
- Performing the task also taught them of the need to prepare themselves more effectively.

Recommendations for the teachers of English as the second language

Based on these suggestions, it became clear that the teachers of English language need to know the abilities of the learners and, consequently take all the possible measures to help them to improve. On a closer examination of the above result, it is clear that the students need more encouragement, support and clear guidance to be strongly motivated and to apply themselves to learn the second language. Thus, if the teacher, actively and with dedication, functions as a true facilitator, the Task Based Approach can be very effective at intermediate level and beyond it.

Conclusion: The outcome of this experiment has proved beyond doubt that the teacher of English language as second language needs to be more creative in involving the students in their own learning process, in inculcating in them a greater self confidence, in developing in them a love for learning the language and in presenting herself more as a facilitator and as a guide. Students who come from a rural background or who are of mixed-ability, need special encouragement and greater motivation in order to help them to assume greater personal responsibility for their own learning process. An effective teacher is one who can instil into them a stronger self belief and a greater love for the language. A little more of creativity and encouraging attitude in the teacher can work miracles in the lives of these students and help them to actualize fully their inner potentials.

Suggestions for improvement

- The Task Based Approach suggests new innovations to be introduced each time when the activity is conducted.
- Lots of encouragement from the teacher and sincere co-operation from the learner is required.
- Deviations from the activity can create a difficulty in learning and so full attention and strong focus is required.
- The teacher has to be on the guard to entrust the task to the right person in the group, so that he can carefully coordinate the activities and lead the group wisely.

LANGUAGE AND INCLUSIVE EDUCATION

S. Odelu Kumar.

Language is a systematic pattern of sounds associated with implied meanings. It grows constantly as the society changes and produces new words to cater to the changing needs of the language of that particular society or community. The most sought after function of a language is to serve as a means to communicate the feelings, ideas and knowledge of that particular community within itself or with others for various purposes of progress and happiness. So to say the primary purpose of a language is to express as it begins with an individual. In order to express one needs to have an inclination. To speak out the inclination one again needs to have an idea of what to express. Therefore, the moment one begins to use language he transmits some quantity of knowledge that has been passed to him from different sources. As such it is opined that all languages have the element of inclusiveness of education in them. Cultures produce languages and languages have education embedded in them. 'Language and human culture are intimately related and the one is indispensable to the other', says S.Venkateshwaran. Dormant cultures produce passive languages, dynamic cultures produce vibrant languages and hybrid cultures produce hybrid languages. The case of English is a best example for hybridity.

Education in the true sense is the understanding of oneself .It promotes thoughtfulness and liberates the individual from ignorance which is the root cause for many evils in both individual and social life. True education mitigates the suffering and moulds life into the realms of wisdom. Sans language education may be possible at primary levels of surroundings and self. But, in order to have a comprehensive and holistic education of the surroundings and the self and the nitty gritty, a well knit language is essential and inevitable. In this context the native language plays a vital role, obviously, in enhancing the understanding levels of the learner. When comes to English which has become a global language, used in almost all the societies as a means of instruction , true inclusive education has become elusive causing concern in both the teacher and the taught. The need of the hour is to nativise English on similar patterns of local languages and prepare grounds for inclusiveness of education. The strong global winds of English language have prevailed over on almost all societal groups in the world during the last six decades. The currents are irreversible. The only way is to find a means to gain relevant meaningful inclusive education through it.

Inclusive education is an approach to educate students with special needs and integrates with a respect for their social, civil and educational rights. It shows no discrimination against any category of student. It views the class-room that has students from diversified social strata and different psychological levels as one single common entity. But it applies the different teaching tools to meet different category of students to achieve equal learning goals. Language, of course, is one of the best and most appropriate tools to reach out to all types of learners. As stated earlier, the use of English in the class room is causing alienation, where the medium of instruction is other than mother tongue. Even in case of English as second language at college

level, to quote Ngugi wa Thiong, 'it is distancing of oneself from the reality around'. He further states that 'on a larger social scale it is like producing a society of bodiless heads and headless bodies'.

Society depends on language for many reasons. It is used not only for mere communication but also for preservation of whole body of thoughts, ideas and knowledge for future generations. As such the learning processes should be so natural, harmonious and integral with the cultural and natural rhythms of the learner's spoken language. Learner's mother tongue provides an appropriate platform and paves the way for improving aptitude to expand his horizon. Wider knowledge base which enhances logic of thinking is possible in one's native tongue. Language is a highly organized system. It conveys the meaning of the systems of one's environment and illustrates them to the best satisfaction of oneself. Apt outlook and with it self reliance are continuously gained and used for the growth of the self. The zeal to acquire, acknowledge and ameliorate is inherent in every human being. If an hindrance is caused on the road to learning in the form of a crippled vehicle, the desired and cherished goals would receive a setback. In a properly laid out learning environment the learner is not supposed to grapple with the medium of communication and transmission of knowledge. He should feel at home and be at ease in encompassing the whole subject. Critical thinking process that leads to evaluation of acquired knowledge is to be imbibed. The learner should draw nectar in the process of ploughing the fields of knowledge. The latent abilities are bound to come to the fore and morale is ought to be found on high platform.

Inclusive education with its apt tool of language is accessible to all types of learners both abled and disabled. It finds itself in learner friendly mode and reaches out to all equally. It has no rigidity in it and forces no drop-outs. The learner is always drawn towards the world of learning. Learners have ideas but the ideas are to be shaped into a suitable language. Fluency of expression flows from understanding and understanding emerges from language.

Over the years pedagogues have explored various methods of effective teaching. In the backdrop of immense socio-scientific changes, the idea of inclusive education has hit the educational thinkers. Inclusive education is a process of education that needs culturally responsive pedagogy. Again when we talk of culturally responsive pedagogy it is the mother tongue that goes well with it. In the case of English, which is a non-native tongue for a dominant majority of learners, a cohesive, integral and inclusive approach has become necessary on the part of the pedagogue to achieve the desired goals.

Many types of educational systems have been explored and implemented all over the world viz., special education, integrated education, ethical education, professional education, inclusive education for the overall benefit of the learner. Inclusive education has become necessary in the developing and third world countries. The class-room composition in these

countries is different from the class-rooms in the developed countries. It is about restructuring the cultures, policies and practices in the educational institutions so that these changes respond to the diversity of the students in their learning environment.

Inclusive education has empathetic characteristics. It acknowledges that all the learners can learn and respect differences in learners and their age, gender, ethnicity, language, disability including physiological and psychological. It enables education structures, systems and methodologies to meet the needs of all learners. It is a part of wider strategy to promote an inclusive society that gradually gains unity from diversity.

Post colonial thinking has placed much emphasis on the individual and his welfare, as the individual suffered much under the dominating structures of the colonialism. Inclusive education comes to the rescue of the learner irrespective of his traits both sociological and psychological.

In brief, education serves the purpose of finding a ‘solution’ to a problem while inclusive education helps to think of the process and methods of how that ‘solution’ can be found. But, the paradox is to be understood by both the teacher and the taught. English, the oppressor’s language has become the main language for the overall purpose of learning. However, the paradox can best be resolved by two ways. Teaching methodologies need to be learner friendly and locality specific flexible curriculum patterns are to be evolved in language class.

While using English language in the class-room in order to drive inclusive education, the instructor should use very simple and proper anglicized local words which are to be understandable to all the groups and bring the learners into his fold. Topic should be made more interesting to the listeners. Context has to be contemporized. Tone and tenor should be very empathetic and scope should be given for more student talk-time. He should avoid derogatory language and see that his language improves harmonious relations among the learners and sets an excellent acceptable model.

Resourceful teachers of English should sparingly use jokes, newspaper articles, play melodious songs and show visuals to achieve effectiveness. Creativity is another effective tool with which the students can be perplexed and noble ideas injected. To be creative means to be resourceful and have a good sense of humor going by the composition of the class. More groupwork and pair work can be encouraged and materials shared. Kalavathi Tiwari, in her article ‘Teaching of English at Different Levels’ states that “Theorists in both general education and language education stated that task based teaching and co-operative learning provide insights into the circumstances and ways that group activities can be of benefit; co-operative learning is a subject of group work methods”. It is equally good in inclusive education.

Locality specific or rather learner based curriculum designing is another significant aspect that goes well with the inclusive education. If the content of learning in English is purely

about his natural settings and familiar environment, it rekindles his spirit of learning and draws to the world of knowledge. The familiar learning resource makes the learner think that he and his ideas and feelings are taken care of. Therefore, flexibility in framing the curriculum can be assigned to teachers teaching in that particular institution.

Teacher who has an inclusive nature and the instructional language that has an inclusive tendency are two most important pointers in the process of achieving inclusive education. Inclusive education thus acquired will minimize conflicts, tensions in the society and improve healthy and harmonious relations. Inclusive education is the most appropriate means to humanize mankind.

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RELEVANCE OF ENGLISH LANGUAGE TEACHING IN PROFESSIONAL EDUCATION

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It may not be an exaggeration to say that education in India has become synonymous of this prestigious language in almost all fields of education. Starting from the lowest till the highest level of education, the importance and dominance of English cannot be ignored. It is a fact that no educational system in India can survive without English language. The same may be the case with many other nations. This link language is the language of all sciences, engineering and technology. To be more specific, the increasing demands for proficiency in English in almost all these fields makes it imperative that the teachers of English language come to the fore, keep themselves abreast of the latest innovations in the teaching methodologies and equip themselves with all those strategies necessary to make ELT more functional and meaningful than ever before.

With its emphasis on the role of the teachers of the teachers of English language in professional education, this paper addresses itself to the task of identifying and emphasizing the following:

- 1) The need for ELT in professional education,
- 2) The strategies which could make ELT more meaningful and functional in professional education and
- 3) The ELT projects which could be taken up involving the students of professional education.

NEED

Professional education is the process by which men and women prepare for exacting responsible service in the professional spirit. It is that process education that grooms a student towards achieving his specific professional goals and enables him climb the ladder reaching into his chosen profession. The foundation of professional education should be not only technical skill but also a sense of social responsibility, an appreciation of social and human values and relationships and disciplined power to see realities without prejudice or blind commitment. While professional men largely being made in the institutions where they had their earlier intellectual and moral experiences, especially their professional practice in the coming years are largely being made in the institutions where they had their professional education. So it is imperative that the students of professional education acquire not only technical skills but also soft skills communication both oral and written, motivation, creative thinking, self-management etc. Of all these soft skills communication occupies the topmost priority. English, being the link language, provides the basis for this most important soft skill.

By and large, professional education begins after the high school education and it doesn't stop with a graduation. It continues further. While some of the students pursue higher degrees in professional education either in India or abroad, some of them take up professions in academic or research institutions, various Industries such as software, chemical, pharmaceutical, electronic etc. So the process of learning goes on and on. The role of English in all these processes is extremely relevant and significant.

Since a student joins a professional institute after completing his high school English, which he learns or rather, develops during his professional educational process is in the advanced level. His needs in the areas of English language learning at school differ from those at a university or college. A student of professional education needs both communicative competence and skill in English. He should develop his passive skills to become more competent and active skills to become more proficient in English. So, it is appropriate to say that at this stage, the role of English teachers is to develop all the four English language skills in the student rather than teaching English language. These skills, besides making the student proficient in English, also helps him face all the competitive examinations such as TOEFL where he has to compete internationally with more confidence. All these exams at the international level and also various other exams at the national level invariably have a valid English component encompassing all the professional world. To become a perfect persona, he needs many soft skills out of which communication is very important.

It is needless to say that developing skills in communication is never possible without developing English language skills. Most of the students of professional education occupy executive posts in organizations. Their everyday professional life requires proficiency in English. Starting from giving instructions to participating in high-level meetings they have to perform various tasks each one of which requires effectiveness in the use of English.

Its ability to cope with the language demands of a range of scientific, technical, commercial and industrial topics with both accuracy and interest has also ensured that the English language is a universal tool of communication. So the ability to use English competently and confidently matters enormously not only to desk-driving managers and office personnel but also to the many and varied professionals. They cannot escape the need to listen, speak, read or write English at work and rely on it in their social lives in their ability to apply for a passport or for higher education, buy a car or attending an interview etc.

With these convictions in mind and with the knowledge that a professions student's skill in using English can be dramatically improved if the will and effort are present, we shall now embark upon discussing the related strategies.

STRATEGIES

As discussed earlier, the needs for developing English language skills and hence English communication skills during the course of professional education are many and varied. But the basic requirement underlying all these needs is the same; that is improving the student's English skills of listening, speaking, reading and writing. This would make the teaching and learning English more meaningful and functional. Here are a few essential strategies that would lead us towards accomplishing this goal:

- 1) To design well structured courses
- 2) To focus mainly in the areas of vocabulary, pronunciation, accent, word order and composition.
- 3) To be diligent in choosing and framing the word listed
- 4) To give practice through language games, role play and other innovative methods
- 5) To provide additional practice in language lab and through computer based courseware
- 6) To include interesting and useful evaluation components
- 7) To motivate the students through rewards
- 8) To involve students in ELT projects

So at every stage planning, designing, developing, implementing and monitoring appropriate strategies need to be adopted play in the process of professional education. Courses such as English Language skills, Technical education. Writing, Business communication, Effective speaking etc. are not only essential to the students of professional education but also are well received by them. With the increasing academic pressure in their professional education at the universities or colleges, today's youth find such courses both important and interesting. The role of the teachers of English is therefore to structure these courses in such a way that the students learn how to communicate effectively their ideas, facts, feelings, attitudes and courses of action to others in their future professional careers.

The purpose of acquiring proficiency in a language is mainly to communicate in that language. It is essential therefore that the student should develop both the receptive and the productive skills. While the former enables him become more competent, the latter equips him with more proficiency. Teachers of English have a significant role to play in the process of professional education. For example, they can help students become better listeners by adopting various strategies in the listening comprehension exercises. Various listening activities such as role-play, informal talks, conversations, certain drills and exercises etc. can be planned.

As listening and speaking go hand in hand, every listening activity is accompanied by a speaking activity. The teachers therefore, can develop conversational ability and presentation skills in the student by providing adequate opportunities through participation in role-plays and professional presentations.

In addition, the ability to speak can further be developed through various other activities such as interpreting a picture or a graph, discussing in groups and completing a story etc. Introducing Language Games helps further in this direction. Moving on to the next skill, namely reading, much need to be done at the university level because, with lot of distractions today, the students have almost forgotten the value of reading. Reading comprehension involves understanding the value of each utterance. The practice passages have to be constructed or chosen with utmost care.

They should present a wide spectrum of topics ranging from simple real-life experience to complex technical topic. As professionals, the students may require to write various reports, proposals or research papers. The English teachers are the main source of providing suitable guidance in this direction. English language classroom is one place which can make them read and which can strategically improve their reading speed. Not only India, but also the entire world is available to the teachers of English today through computes and television.

The evaluation components need to be a combination of oral as well as written components. Each student is to be tested for the skills he has acquired in all the four language skills. Picture interpretation, impromptu and extemporaneous speeches are certain means through which their oral skills can be evaluated. There are innumerable ways in which their written skills can be tested. There are a number of Internet sites dedicated to the teachers and the learners of English. These can be effectively used to broaden their horizons in the area of English usage.

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LANGUAGE AND INCLUSIVE EDUCATION:

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- Inclusive Education is, first and foremost, an attitude, a value and a belief system.
- It has been defined as a shared value that promotes a single system of education dedicated to ensuring that all students are empowered to become competent and contributing citizens in an integrated, changing and diverse society.
- It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.
- English Language and Inclusive Education
- PRINCIPLES OF INCLUSIVE EDUCATION:
- **CHANGE IN SYSTEM:**
- Change in one area could be made ineffective by the absence of change in another area.
- The importance is to collaborate with partners to achieve the goal of realizing inclusive education and the support of government and legislations.
- Planners need to realize that an inclusive education system benefits girls and boys from all groups in society, not just disabled girls and boys.
- The inclusive education can be justified by the educational, social and economic justifications.
- **Accepting responsibility**

In traditional systems, it is seen as being the fault of the children and the families if children do not come to school, or do not learn. By contrast, in an inclusive system it is recognised that schools have an important part to play in children not attending, and not learning. School systems need to accept responsibility for children's learning, by making their systems and methodologies more relevant and responsive to Children's needs.

➤ **Accessible learning environment**

The accessibility of the learning environment is crucial for all children to participate equally, and be fully included. Families, and the children themselves, need to be closely involved in discussing accessibility issues. These could include: mobility and transport issues, the physical accessibility of buildings, attitudes, teaching methods, the language of instruction, the relationships between teachers and children.

➤ **Curriculum flexibility**

The curriculum and exam system need to be relevant to all children. Where there is a flexible curriculum, all children have a chance to learn and benefit from education, and their achievements can be recognized



TEACHERS:

➤ **Teacher-training:**

Teachers need training about inclusive principles and the basics of disability, to ensure that their attitudes and approaches don't prevent disabled children from gaining equal access to the curriculum.

➤ **Teacher's responsibilities:**

Teachers need to understand, and accept, that it is their responsibility to teach all children, since all children have a right to education. Motivating teachers to take on this responsibility can be the key to success.

➤ **Teaching Methodology:**

Teachers need opportunities to try out new methods, share ideas, and observe other teachers using different methods.

➤ **Access to information:**

Teachers need access to easy-to-read information about international documentation, and how to implement more inclusive practices.

➤ **CHILDREN’S PARTICIPATION:**

Children are a valuable and often under-used resource in education. They are usually, far more accepting of disability than their teachers and parents. The child-to-child approach is an effective way of mobilizing children’s participation.

➤ **COMMUNITY PARTICIPATION:**

➤ Making use of locally available human and material resources helps to develop links between schools, families and communities.

➤ The long-term goal is to promote inclusion in society as a whole.

➤ **CONCLUSION:**

➤ Initially, children were expected to ‘sink or swim’ in mainstream classes where no additional support was provided. Later, language learners were placed in separate classes, where they were taught for periods of between one and two years before being returned to the mainstream.

➤ Thus, inclusive education must be encouraged by everyone in the society to uplift the deaf and dumb children.

**SOCIAL TABOOS AGAINST WOMEN
WITH SPECIAL REFERENCE TO GOURI OF MULKRAJ ANAND**

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“It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing.” — Swami Vivekananda

The history of Indian English literature has one most noteworthy event in the nineteen thirties was appearance in the scene of its major trio; Mulkraj Anand, R.K.Narayan and Raja Rao, whose novels were published in 1935, 1935 and 1938 respectively; it is a mark of their stature that they revealed each in his own characteristic way, the various possibilities of Indian English fictions.

Being the novelist of Social Reformer, Mulkraj Anand feels that women, whether she rich or poor, is a marginalised being. Colonialism humiliated men and they in turn humiliated women. It may be past of present, whenever the condition of society is weak or humbled, women suffer the most. Men give full vent their anger and frustration on the women. Form olden days to modern days women are victims of male aggression, are passive suffers whose destiny lies in the hands of men.

A versatile genius, an optimist, a humanist, a profound thinker, a moving speaker, an able organizer, a politician, a civil servant, a journalist, a great scholar, a patient teacher, a capital storyteller, and a literary architect—all in a unique medley in one is Dr. Mulk Raj Anand. And, as a belletrist, he is a host in himself. Early in life, his intimate contact with the suffering underprivileged and the myriad levels of Indian masses with their differences of caste, creed, and colour seem to have implanted in his mind profound impressions about ‘the still sad music of humanity.’ The premature death of his nine-year-old, beautiful girl cousin, Kausalya, appears to have vibrated his inner strings, as Keat’s brother’s demise did the poet’s, to brood over the mystery of life and death. Prompted by Irene, the charming daughter of a Welsh Professor of science with whom he fell in love at first sight, Anand became a writer. His research in philosophy has immensely contributed to his humanism; and as he admits in his *Apology for Heroism*, his research was, indeed, ‘search for truth’. He felt that philosophy, should answer the problems posed by human needs.

Mulk Raj Anand has different shades – as great scholar, a teacher of king dynasty, a novelist, a social reformer, a civil servant, a thought provoker, a journalist, a politician, a humanist, a strong writer, a literary story teller – make him produce many useful and outstanding works that expose sufferings of suppressed and oppressed, depressed and downtrodden. Consequently, he proves himself as a versatile genius, an optimist, a humanist, a profound thinker, a moving speaker, an able organizer, a capital storyteller, and a literary architect through his thought provoking and worth reading novels. In short, his novels are nothing but a medley of different shades. He depicts the lives of the poor and the downtrodden in his novels. He is one of the three pillars of Indian writings in English, Raja Rao, and R.K.Narayan being the other two. These writers, through their writings, tried to bring respectability and identity to Indian English Literature. These writers made a sincere attempt to articulate the subdued feeling and suppressed soci-economic emotion of their countrymen.

As Anand was inspired by the Russian poet Nicholai Nekrasov's "The Peasant Women", the story of Sita in the Ramayana and the writings of Ali Jafri ins, he started to write his tenth novel "Gouri". It was first published in 1960 under the title, "The Old Woman and the Cow" and later reissued by Orient Paperbacks in its present name. it is unique among Anand's works as it is his only novel with a woman protagonist. The old title, "The Old Woman and the Cow" given by the publisher and a poet friend of Anand was not satisfactory to the author as the focus of the novel is not on the shameless old woman in the novel, Laxmi and her cow, Chandari, but on her virtuous, cow-like gentle and patient daughter, Gouri. So, the author rightly renamed the novel Gouri.

Gauri is the only novel of Mukl Raj Anand with a woman protagonist. The old title of the novel was *The Old Woman and the Cow*.Mulk Raj Anand was not satisfied as the focus of the novel is not on the shameless old woman in the novel, Laxmi and his cow, Chandari, but on her virtuous, cow-like gentle and patient daughter, Gauri. So the author renamed the novel *Gauri*. Through the character of *Gauri* he not only eloquently exposes the hypocrisy of our society, but it also tries to explore the ways for the emancipation of women. It also tries to give voice to a strong protest against ill-treatment of women. Women, instead of leaving themselves at the mercy of his husbands or family members, should come forward and choose the path of their emancipation. The other character in *Gauri* is Panchi (the husband of Gauri) who is an example of male chauvinism. The technique of contrast adopted in the characterization of Panchi and Gauri brings out the nobility of Gauri as against the meanness of Panchi. Another character in the novel is colonel Malvindra. Like Dr. John de la Havre, endorses the novelist's proletarian views. Anand use him as his mouth piece. He provides protection and care to Gauri and plays a very important role in her transformation and emancipation. The other women character in the novel is Kesaro, the mother in-law of Gauri and Laxmi, the mother of Gauri. Through her Mulk Raj Anand shows, how a woman is enemy of an other women and makes the life of Gauri hell .She is an example of typical mother-in-law. The mother of Gauri, Laxmi, is very mean character who, in order to pay the debt, sells his own married pregnant daughter to an old man.

The novel “Gouri” takes us to a village, like Nandpur, with its stern classical order obstructing the current changes. The conflict between adherence to superstition and violating it for new values of life forms the fabric of this novel. As Jack Lindsey observes: ‘here the key-pattern lies in the tale of *Ramayana* of a wife who is banished because she had innocently lived in another man’s house.’ Panchi and Gauri, the young married couple, claim our sympathies as they strive to find happiness and peace in love. Whereas Panchi fails to defy the meaningless ancient system, Gauri, with a stronger will, faces the banishment and rejects the narrow world of sentiment and superstition that enthralled her husband. She leaves the village like Munoo. The frustration of Munoo caused by the evil of social inhumanity finds expression in Panchi though in a different atmosphere and emphasis. Panchi stands for those diffident to defy the age-old senseless tradition; Gauri is a symbol of the courageous modern woman.

While going through the novel, it deals with the readers in three angles. The first two chapters show Gouri as gentle as a Cow, suffering mutely under the clutches of her mother-in-law and her husband. The next four chapters focus how Gouri was necked out of her house, undergoes her metamorphosis as a result of her life at Hoshiarpur. The last chapter deals with arrival of Gouri to her house not to live with her husband but to leave her husband. Anand illustrates his feminist stance through the fate of a peasant woman ‘Gouri’ caught in the maelstrom of patriarchy. Here is a woman in all her aspect – the young girl, the married woman, the mother-to-be, the devoted wife and the tortured one, but at last to be a triumphant female at the end. Anand, despite his not being the feminist writer and a male above all, has certainly set the priorities of this ‘other sex’ right. Henceforth, we see the quest of this innocent Gouri for an identity, individuality, an assertion of the fact that she too exists.

Though the novel closes on a note of hope, one remembers the travails that Gouri has gone through, the humiliation she has been victim of remain in one’s mind vividly. Though her decisive departure from her home reminds one of Henrik Ibsen’s Nora (A Doll’s House), she is different from the king of emancipated women that Nora represents. The narrative is generally sustained. But Dr. Mahendra who is another edition of Dr. de la Havre of “Two Leaves and a Bud”, brings into the novel tedious and explicate didacticism. Once again in him we have Anand’s spokesman, because he repeats many of his favourite ideas. The relevance of the ideas cannot be doubted. But the artistic quality of the novel suffers badly at a crucial point of the narrative because of the doctor’s irrelating preaching. Cowasjee, who has reservation about Anand’s achievement in this novel draws attention to the novelist’s “clumsy” use of the English language and cites a number of passages. One could also refer to the unnecessary lengthy account of the journey of Laxmi and Adam Smith to Dr. Mahindra’s Hospital. Reservation apart, this novel takes an important place among Anand’s novels in his exploration of the theme of social discrimination.

Gouri symbolises the strength and purity of Sita and she is one of the most memorable female characters in the whole range of Indian fiction. She represents some of the most

applauded qualities of Indian womanhood. The novel, as the author rightly tells us, is his “offering to the beauty, dignity and devotion of Indian women”. It is also remarkably different from other Anand’s novels in its tightness of structure. The cow like gentle Gouri presented in the first chapter, undergoes epic transformation mainly through suffering and at the end of the novel, she succeeds in vindicating her right to an independent life free from the violation and abrasions of male supremacy.

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THE ROLE OF LITERATURE IN LANGUAGE LEARNING AND TEACHING

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Literature involves a special or unusual use of language. Many linguists and language teachers have pointed out that there are a number of features of literary language which can be isolated. Many of these features occur in other genres of discourse as well, but in many literary texts they combine to form a highly unified and consistent effect, which is strongly reinforces the message of the text.

Some of these linguistic features are metaphor, simile assonance, alliteration, repetition of words or phrases, unusual syntactic pattern, double or multiple meaning of a word, poeticisms, and mixing styles and registers. Literary language is relative rather than absolute, in that certain texts or parts of a text may exhibit more or less of those linguistic features associated with literature than with others. Literary language is therefore not completely separate from other forms of language this has some implications for the use of literature in the classroom. There are few factors which may be important in influencing or even determining the interpretation that the reader makes of a literary text.

1. The period in which the reader lives.
2. The class or social position of the reader.
3. Reader's background and knowledge of literature
4. Reader's awareness and openness towards the different culture aspects and to what extent can accept the cultural diversity.

According to the last point some learners refuse to accept to study literary texts that includes some values that may think versus to their own values this happened to one of my colleague when students insisted to refuse to study a literary book although it is written by a native writer. Lado in his book (Linguistics across Cultures) states that " individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture

Traditional Approaches

The teaching of literature has recently been resurrected as a vital component of English language teaching. Over the past few decades, there has been much discussion on the value of attempting to teach any kind of literature, whether it be the classics or any imaginative work written in English, as part of an English language syllabus. For instance, in the sixties and seventies, there was a distinct reaction against the use of any literary English before the pendulum swung again in support of literature teaching. The opposition towards literature may well have been due to the impact of the approaches that were practised in the decades prior to the sixties and seventies and prevailing ideas in language teaching and methodology.

The study of literature acquired eminence during the Romantic period when the Romantic poets such as Wordsworth and Coleridge asserted that the "imaginative truths" expressed by literature were superior to those discovered by scientists, historians and other scholars:

...the Poet, singing a song in which all human beings join with him rejoices in the presence of truth as our visible friend and hourly companion. Poetry is the breath and finer spirit of all Knowledge; Poetry is the first and last of all knowledge - it is as immortal as the heart of man.

(Wordsworth: 1805)

Literature was seen as a body of knowledge which ought to be learnt for its own sake. The process of creativity and the entire body of literature were given an honored and elevated status that sustained the elitist nature which the study of literature had already acquired.

In examining traditional approaches to literature, what is apparent is the prevailing views amongst the elite were continually emulated by educationists, possibly preventing a clearly-defined role for literature teaching in education. Most of these views remained as propaganda and failed to motivate a reasoned set of proposals as to how a literature course could be designed. The ultimate purpose of literary criticism can be defined as interpretation and evaluation of literary writings as works of art and the major concern of the critic is to explicate the individual message of the writer in terms which make it clear to others. However, this is a difficult process to implement without a sufficiently explicit and pedagogically-oriented definition of the nature of literature study as a subject. A consistent assertion that literature illuminates the mind with no specific aims in terms of objectives only served to make literature an unpopular subject. Moreover, changes began to happen in the sixties and seventies.

The approaches in language teaching in the sixties and were unable to accommodate literary texts. Thus, in many situations, while English language teaching adopted a structural approach, literature was taught as a separate subject, sometimes comprising of purposeless poetry recitation.

Nevertheless, current approaches have endeavored to reexamine the value of literature and have begun to uphold its worth again. These approaches assert the value of literature teaching from several aspects, primarily, literature as an agent for language development and improvement, cultural enhancement and also for the eminence that many poets have previously ascribed to it. Literature is beginning to be viewed as an appropriate vehicle for language learning and development since the focus is now on authentic language and authentic situations.

The Relationship Between Language And Literature

It is difficult to supply a watertight definition of the term "literature" but what can be asserted is that literature is not the name of a simple, straight-forward phenomenon, but an umbrella term which covers a wide range of activities. However, when it becomes a subject of study, it may be seen as an activity involving and using language. The claim "the study of

literature is fundamentally a study of language in operation" (Widdowson: 1971) is based on the realisation that literature is an example of language in use, and is a context for language use. Thus, studying the language of literary texts as language in operation is seen as enhancing the learner's appreciation of aspects of the different systems of language organisation.

Linguistic difficulty has been one of the main arguments against literature. There has been a general pre-supposition that to study literature, one required knowledge of the intricacies of language and an inherent interpretative ability to derive the writer's message. Traditionally, literature has been used to teach language use but rarely has it been used to develop language use.

The advantage of using literature for the latter purpose is that literature presents language in discourse in which the parameters of setting and role-relationships are defined. R. Carter (1986) insists that a natural resolution would be to take an approach in which language and literature teaching are more closely integrated and harmonized than is commonly the case at the present time so that literature would not be isolated, possibly rejected, on account of the "literariness" of its language:

It is my contention that some of the language activities and work with models on the literariness of texts can aid such development, and that responses can best develop with increased response to and confidence in working with a language using a variety of integrated activities, with language-based hypotheses and in classes where investigative, student-centred learning is the norm.

Another argument against literature also relates to literariness. With the shift to communicative approaches to ELT in the eighties, literary language is seen as not providing the conventional and appropriate kinds of language required to convey, practical, everyday messages. Poems, plays and novels make use of the same basic language system but have differing functions from non-literary discourses in the communicative function. The result is that poets, novelists and playwrights produce linguistic messages, which by their very nature, stand out prominently against the reader's background awareness of what is both communicatively conventional and linguistically appropriate to the social purpose that the message is to fulfill, though grammatically intelligible in terms of syntax and vocabulary.

Yet, what emerges from such work is the recognition that the precise contextual values of every word, phrase, clause and sentence can be inferred from its interaction with all the others in the text.

Selecting Literature

It is all very well to point out the advantages of teaching literature but the key to success in using literature in the ESL classroom depends primarily on the works selected. A text which is extremely difficult in linguistic or cultural levels will reap few benefits. Several solutions have been suggested in regard to the problems of linguistic or other difficulties: simplification, extracts or simple texts. Simplification is not generally favoured because of its reduction process. The original book is shortened in characters, situations and events, the vocabulary is restricted and the structures are controlled. Extracts are advantageous because they remove the burden of intensive lengthy reading. However, they are artificially isolated for teaching purposes and do not necessarily cultivate interest in reading in the ESL/EFL learner.

A new solution is to use simple texts. There is a vast corpus of simple texts available within the body of literature in English. The emergence of a large body of creative writing in English by its non-native users demands that we develop critical perspectives for understanding, evaluating and appreciating such literature. This body comes mainly from former British colonies such as countries in the Indian subcontinent, in East and West Africa and in the Caribbean. The works of these non-native writers (Achebe, Ngugi, Soyinka, R.K.Narayan, Mulk Raj Anand, Kamala Das) reveal the intermediary degrees between the indigenous and metropolitan cultures - both from black and white sectors, and the variety of ways in which the author translates social conflicts into literary expression. What makes them unique is the way in which the English language has been extended, modified and elaborated to serve the purposes of revealing local, national individual sensibilities. These literatures also manifest a cultural context that an ESL/EFL learner can identify with. The organization of the family unit, traditional practices and daily life touch upon aspects of real life seen through the eyes of the individual writer. The simplicity in R.K.Narayan's works is considered as a positive aspect of their literary merit. Some of his works (for example, *Swami and Friends*: 1935) employ simple language for a lively story that is apt for the ESL classroom.

Assessment

The notion of literature as a difficult and highly academic subject is also reflected in the techniques of assessment. Assessment is still based on critical essays, which impel teachers to focus on understanding the text and inevitably leads to testing for recollection and literal comprehension. However, incorporating literature into the language classroom calls for more emphasis on the development of language skills, enjoyment and creativity. If these elements are the main focus, then it is possible to depart from any literature examination based wholly on memory.

It is possible to assess in a lively, interactive way (where imaginative recreation can take place) in which students are encouraged individually or in group collaboration (suitable for continuous assessment) to approach the text in an integrated manner. This could include:

- re-writing a poem/story/scene from a different point of view.
- scripting an episode for radio or television.
- writing or dramatizing what happens after the events in the poem/story/play.
- writing an incident as a newspaper report.
- writing the diary of a character in the text.
- writing a letter from one character to another, or from the student to a character.
- improvising a scene for live performance.
- interviewing one of the characters.

These suggested tasks could offer students the opportunity to respond imaginatively to their reading experience by developing the text in a way that employs communicative and purposeful language.

Admittedly, these types of assessment strategies would require a more complicated and perhaps even a more sympathetic method of scoring where language accuracy should not be the deciding factor. However, if students were encouraged to use language imaginatively, their interest and motivation for English would increase, and eventually lead to improved use and performance in the language.

If literature begins to be taught and examined at lower secondary levels in these ways, it will foster enjoyment of the text alongside a deeper and more meaningful understanding of the language. Students will then be ready to explore some of the literary features of the poems and stories, having become fully involved with the writers and characters in the process of language consolidation and imaginative recreation. Still, to assess or to examine literature in a communicative or interactive way demands teaching strategies that also integrate language and literature, allowing activities which require language, which involve students in experiencing language, playing with language, analyzing language, responding to language and enjoying language. These elements can only be achieved if the student is allowed to engage a process of discovery:

However intrinsically interesting the ideas presented by the teacher, they will only appear interesting to the students if they are allowed to discover them for themselves. This is especially true when what is taught is reading, which is always a process of discovery, a creation of meaning by the reader in collaboration with the author. If this creative dimension is removed, if we are told the meaning of what we read before we read it, then we are left with the hollow formality of scanning the words on the page, with no incentive to piece them together, to treat them as communication.

Therefore, it is essential that when literature is brought into the language classroom, it needs a clearly-defined aim, which is an axiom in language teaching for ESL/EFL learners. Only then can literature be successfully integrated into the language teaching.

Conclusion

"Using literature in the language classroom" is a concept that has its focal point in language development. Thus, any syllabus based on this concept should also maintain language as the central concern. For this, it is imperative that curriculum developers depart from the traditional view attached to literature. It is also equally important that the syllabus has suggestions for teaching strategies and forms of assessment. The objectives may outline the importance of literature towards language development, but they become redundant if the teaching and assessment techniques do not apply those objectives practically. Literature generates creativity in language and imagination and should feature in any education system that regards discovery and enjoyment as essential components of the learning process.

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STYLISTIC STUDY OF LITERATURE

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INTRODUCTION;--

‘Language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulating , systematic, symbolic and arbitrary’ .----Derbyshire .

Language is the God’s gift for human beings. Man alone uses language for communication.

Language is the property of human beings and that it is primarily speech, brings out the point that it is an important means of communication amongst humans. Before they start of civilization, man might have used the language of signs, but it must have had a very limited scope. Language is a fully developed means of communication with the civilized man who can convey and receive millions of messages across the universe.

An entire civilization depends on language only. Think of a world without language, man would only continue to be a denizen of the forest and the caves. Language has changed the entire gamut of human relations and made it possible for human beings to grow into a human community on this planet.

‘Language is a symbol system based on pure or arbitrary conventions... infinitely extendable and modifiable according to the changing needs and conditions of the speakers.’
-----Robins -1985

The system discussed here is purely arbitrary in the sense that there is no one to one correspondence between the structure of a word and the thing it stands for. Language conventions are not easily changed, yet it is not impossible to do so. Language is infinitely modifiable and extendable. Words go on changing meanings and new words continue to be added to language with the changing needs of the community using it. Shakespeare for example used the word ‘stomach’ to mean ‘courage’.

‘Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.’

-----Sapr -1921

Characteristics of Language:

1. Language is a means of communication ; - Language is so important form of communication between humans that it is difficult to think of a society without language. It gives shape to peoples thoughts, guides and controls their entire activity.

2. Language is arbitrary ; - It is arbitrary in the sense that there is no inherent relation between the words of a language and their meanings or the ideas conveyed by them.

The arbitrary nature of language permits or presupposes change, but such changes do not normally take place.

3. Language is a system of systems ; - Language is not amorphous, disorganized or chaotic combination of sounds. Sounds are arranged in a certain fixed or established systematic order to form meaningful units or words.

4. Language is primarily vocal ; - Language is primarily made up of vocal sounds only, produced by a physiological articulatory mechanism in the human body.

5. Language is a form of social behaviour ; - A human child learns to speak the language of the community or the group in which he/she is placed.

6. Language is a symbol of systems ; - A symbol is a concrete event, object or mark that stands for something relatively abstract.

7. Language is a productivity ; - Language is creative and productive in the sense that a user of a language does not always produce only sentences that he has heard or learnt previously.

8. Language is interchangeability ; - It is an important characteristic of human language that it permits a speaker to become a listener and vice versa without impairing the functions of language.

The ideas, feelings , experiences and realizations are expressed through a language is known as literature.

“ The language is the means and literature is the end”.

“The language is the science, while literature is the art”.

‘A literature is manifestation of life through medium of language or verbal expression’

---- Henry Hudson

‘A literature is an integration of feelings. It is close contact, language to language, feelings to feelings poem to poem man to man, and past to present -----Rabindranath Tagore

LINGUISTICS;- Linguistics is the scientific study of language. The word 'language' here means language in general, not a particular language. In other words linguistics is learning about language rather than learning a language. This distinction is often explained as the difference between learning how a car works and learning how to drive a car. When we learn how to drive a car, we learn a set of habits and do

some practice—this is similar to learning how to speak a language. When we learn how the car works, we open up its mechanism, study it and investigate the relationship of its parts to one another. This is similar to what we do in a scientific study of language, or linguistics. We study language because it is important for us to understand this mechanism.

LITERARY STYLISTICS;-- The study of variation in language and the use of communication has also led to new ways of studying literary texts and the nature of literary communication. We may use this notion to describe the style of a literary work like its features at the levels of phonology, syntax, lexis etc to distinguish it from other texts and to appreciate how it achieves some unique effects through the use of language. This kind of study is called literary stylistics.

STYLISTIC STUDY OF LITERATURE;-

Stylistics is that branch of linguistics which takes the language of literary texts as its object of study. Out of many types of variation that occur in language, it is the variation in literary style that is most complex, and thus offers unlimited scope for linguistic analysis. The study of style is important in literature as each literary text is an individual use of language reflecting the unique personality and thoughts of the writer. In literary criticism, it is said that 'Style is the man'. Every writer uses language in his or her own way, making changes and variations at each level of the language; word choice, sentence structure and sound patterns. The study of features such as rhyme scheme, metre, diction, figures of speech such as metaphor, simile, etc., was done by literary scholars even in ancient times. Particular attention was given to these devices in poetry, as these were considered as part of the aesthetic appreciation of poetry. Since all these devices involve some manipulation of language, they are also important for linguistics. The stylistic study of literature involves the following;

1. A detailed description of each linguistic feature at each level. The phonological level includes the combinations of individual sounds and the pattern of syllables that make up the metre. The level of syntax includes the ordering of items in the sentence, and the length of complexity of clauses and phrases. Diction studies the choice of particular words and of synonyms, antonyms etc. At the semantic level, the extension and association of meaning through the use of ambiguity, substitution etc. form the focus of attention.
2. A description of those features which are prominent in the text, because

[a] they are repeated,[b] they are placed at prominent positions, or [c] they depart from the given grammatical rules of the language.

3. Analysis of all these components enables the stylistician to reach some conclusion regarding the particular nature and qualities of the literary work and pinpoints the variations that make it different from other works.

Stylistics in modern times came up through the work of linguistics like Roman Jakobson, who applied the ideas of Saussure to the language of literature. Jakobson refers to the paradigmatic and syntagmatic relationships in language as explained by

Saussure and shows that, in literary use of language, those items that are related at the paradigmatic level are shifted to the syntagmatic level. Literary language upsets the normal syntagmatic sequence in some way and thus becomes different from ordinary language. This is so even when there is some extra pattern or regularity in the sentence, eg. 'The cat sat on the mat' has three items which are related on a level of paradigmatic similarity at the phonological level [i.e., similar sounds]. These items are placed in a sequence so that the parallelism of sound becomes a prominent feature of this sentence. This is a simple example of poetic rhythm is created. Other examples of alliteration, rhyme and so on also work on the same principle of equivalence at the phonological level. Another such shift from ordinary language is seen when the grammatical rules are not followed and some item which does not normally occupy a particular position in a sentence is made to do so. For example, 'Pretty how town' has one adjective that is normal in relation to the noun, but the second item 'how' is not normally used in adjective position. This is called Deviation. Literary style is full of such deviations. For instance, Metaphor is also an example of a deviation since a meaning is given to an item which is not normally its meaning. eg, 'The ship ploughed the deep'. Both parallelism and deviation occur at several levels in a literary text, simultaneously at the levels of phonology, syntax and semantics. Let us take the following lines;

Home is the hunter, home from the hill

And the sailor home from the sea.

Here parallelism exists at the phonological level in the repetition of the sounds 'h' and 's', and at the semantic level in the two parallel sets; hunter=hill, sailor=sea. The repetition of 'home' in contrast to 'hill' and 'sea', which can then be seen as places different and far from home. At the same time there is deviation in the sentence structure, as the word order is changed in the phrase 'home is the hunter, with the subject placed in the end rather than the beginning. So we can see that even in two simple lines of poetry, parallelism and deviation are present.

The Uses of stylistic study of Literature;--

One of the uses of the study of literature is in the interpretation and appreciation of literary texts. The evaluation of the 'greatness' of literary works can be made on the basis of objective facts of language found in the text itself. Another use is to establish authorship in cases where it may be doubtful. Comparison of the styles of different authors, or in different texts by the same author, can reveal the particular characteristics of a genre or a period in literary history, e.g. comparison of similar features in some poems can show that they all belong to a certain subclass of poetry written in a specific age, say eighteenth century. Overall the stylistic study of literature is of interest to the linguistic as it reveals variation in language that takes place within certain contextual parameters. It reveals much about the creative and open-ended aspects of language use. Many coinages and expressions used by poets and writers pass into the conventions of the language and may themselves become the norm.

Conclusion;

The deviation and patterning are done not only in literary texts but also in other areas of language use e.g., advertising, journalism, political language and popular songs. This opens up a wide area of language variation and language use which is an interesting object of study for understanding more about language and its role in society. A language is the medium which reveals the literature for the welfare of mankind. The real sense of literature is our life. The literature is the reflection of our society. English language is essential for liberal and modern thinking. Language and literature are complementary to each other from preservation and transmission of knowledge.

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Ennui and Black humour in Upamanyu Chatterjee's

English, August: An Indian Story

M. David Raju

Satire, Irony, Farce are some literary expressions to produce humour in many creative writings. Many Post modern novelists have well exploited these literary forms to give a place for hearty comedy, to look at the lighter side of the cynical and ugly things in our life. The novelists use the element of comedy as an attack on the shortfalls of the people, society and human errors. But the other side of the humour that sometimes looks bizarre and shocking to readers is said to be 'black comedy' or 'black humour'. The term 'black comedy' is also pronounced as 'Dark comedy' or 'Gallows comedy' if the subject of humour is very unpleasant, serious and painful circumstances. After 1960s the expression of black comedy or black humour came into existence that regards human suffering as absurd rather than pitiable or that considers human existence as ironic and pointless but somehow comic. According to The Random House Dictionary of the English Language 'It (Black humour) is a literary form that combines the morbid and grotesque with humour and farce to give a disturbing effect and convey the absurdity and cruelty of life'. Encyclopedia defines the black humour, 'writing that juxtaposes morbid or ghastly elements with comical ones that underscore the senselessness or futility of [life](#). Black [humour](#) often uses farce and [low comedy](#) to make clear that individuals are helpless victims of fate and character'.

Though French surrealist Andre Breton in 1940 published his 'Anthology of Black Humour', the term did not come into common use until 1960. Then it was applied to the novels of Nathaneal West, Vladimir Nabokov and Joseph Heller. Black comedy was also well exploited in the 'Theatre of the Absurdity'. Wikipedia states that 'the purpose of black comedy is to make light of serious and often taboo subject matter, and some comedians use it as a tool for exploring vulgar issues, thus provoking discomfort and serious thoughts as well as amusement in their audience. Popular themes of the genre include murder, suicide, depression, abuse, mutation, war, barbarism, drug abuse, terminal illness, domestic violence, sexual violence, insanity, nightmare, racism, homophobia, sexism, disability both physical and mental, chauvinism, corruption and crime. Even though Black comedy is about gloomy and disturbing elements, it is not straight forward obscenity. It is not to offend people but includes more of irony and fatalism. In the context of globalization, world has become smaller in all terms but still, educated urban youth feel vacant, aimless, bored of their work and feel alien to the world. Even after receiving convent education, acquired degrees and positioned highly in corporate sectors, somehow the present urban youth are weird of life. They are disinterested in everything, feel 'ennui' of their work and sometimes of their very existence. Their higher learning and capabilities couldn't guard them from the sense of rootlessness and alienation. According to Merriam-Webster Dictionary 'ennui' means a kind of feeling that comes from having too much time on one's

hands and too little will to find something productive to do. The origin of the word is from old French 'enui' that means annoyance and from Latin 'inodiare' means to make loathsome.

This paper is an attempt to discuss how the Post Modern Indian Novelist, Upamanyu Chatterjee in his novel *English, August : An Indian Story* used the genre of black humour to make the protagonist 'Agastya' and other youngsters feel boredom or ennui of their work, their existence and look at the cynical, ugly, bewildering situations in a lighter way. The readers of the contemporary novels are not new to the dark comedy as the modern fiction doesn't restrict itself into a fixed frame of plot, structure, linear narration or giving a message to them. Chatterjee is born to Bengali parents in Bihar who rose to the position of Indian Administrative Officer, the most coveted dream job of many Indian educated youth. He belongs to Maharashtra cadre and presently he is in New Delhi with the Ministry of Defence, Government of India. He was a student of St. Xavier's and St. Stephen's College in Delhi. St. Stephen's College is well known for producing many writers like Amitav Ghosh, Ramachandra Guha, Allen Sealey, Rukun Advani, Mukul Kesavan and so on. All these Stephanian writers share the same cultural movement either thematically or aesthetically. Most of them touched the themes of alienation, rootlessness, displacement and inner conflict. Chatterjee published his first novel *English, August : An Indian Story* in 1988 which was later made into a successful Hindi feature film. So far he has produced five major novels.

The protagonist Agastya Sen in the novel *English, August : An Indian Story* is a city born and educated, anglophile and likes to be called 'August' or 'English'. But he is fondly called 'Ogu' by his father and uncle. He lost his mother at an early age who is a Govanese catholic. Father was a retired IAS and now the Governor to Bengal. After having become an IAS, Agastya is posted as a trainee to Madna, an ugly, hot, hinterland small town. He is unable to adjust at Madna, shows disinterest and reflects in an ironic way, comments silently in a tone of dark humour. The novel doesn't witness much of events or action that culminates to a climax. But it is all about protagonist's experiences as a Trainee Civil Servant at a small town, where he feels dislocated, lives without any ambition or conviction, preoccupied by marijuana, alcohol and sexual fantasies. Chatterjee makes it a lively satiric novel that mirrors the life of the modern urban educated youth and the lighter side of the life of the bureaucrats.

Dr. Mukul Dikshit opines that 'Chatterjee has, for the first time, focused on a "new class" of Westernized Urban Indians that was hitherto ignored in the regional as well as the English Fiction of India. He declares that Chatterjee's imagination is as fertile as Kafka's; his tragic sense is as keen as Camus's; his understanding of the absurd-comic (farce) in life is at par with Milan Kundera and Saul Bellow'. (*Wikipedia.org*) Before he leaves for Madna, Agastya talks to his friend, Dhrubo when both were stoned due to marijuana. Dhrubo says 'August, you are going to get hazar fucked in Madna' (p.1) ...You look like a porn film actor, thin, kinky.....' I'd much rather act in porn film than be a bureaucrat. But I suppose one has to live" (p.3).

The very first opening scene, the use of language is a bit embarrassing and Agastya expresses his disinterest in his job even before he joins. This sense of disinterestedness is preoccupied in his mind well in advance about his work which represents the tendency of the modern youth about the very occupation one needs to live on. He was accommodated in a Government rest house, given an attender and a cook Vasanth , who served him insipid food. He says ‘..... because at the Rest House I seem to be eating Vasant’s turds’(p.49). He helplessly laughs at his own suffering, tedium, displacement and the author says that, “ He realized obscurely that he was to lead at least three lives in Madna, the official, with its social concomitance, the unofficial, which include boozing with Shankar and Sathe and later , with Bhatia and secret , in the universe of his room” (p.48). His sense of alienation and listlessness tries to find some solace by indulging in secret pleasures of getting stoned, masturbating and boozing. He meets the district collector Srivastav in high i.e. still stoned at his office and found his job not much interesting. He gives wrong and funny personal details and lies to his subordinates that he is twenty eight and married (of course he wanted to say ‘twice’) , though he is then just twenty four and still a bachelor.

“She is in England. She’s gone there for a cancer operation. She has cancer of the breast’. He had an almost uncontrollable impulse to spread out his fingers to show the size of tumour...” (13). He is quite casual and cooks up stories instantaneously. “Later in his training told the District Inspector of Land Records that his wife was a Norwegian Muslim..... His parents were in Antarctica, members of the first Indian expedition. Yes, even his mother; she had a Ph.D. in oceanography from Sorbonne. After a while the personal questions stopped. Later he felt guilty, but only for a very brief while” (p.13-14).

Shankar, the Deputy Engineer in Minor irrigation department who shares the rest house makes fun of his name and prattles while boozing. “Agastya, a good name quiet rare, means born of a jar. The jar is the womb and thereby the mother goddess, but the jar could just as easily have contained Vedic whisky. Soma-type, good quality Scotch, bottled for twelve years” (28). Even when the district Collector asks the meaning of his name, Agastya himself was tempted to give an irreverent and weird meaning, “Agastya in Sanskrit, he wanted to say, for one who shits only one turd every morning”(15). On other occasion he wanted to tell Mrs. Srivastav that “ Agastya, half-ready to answer the next question with, ‘it’s Sanskrit for one who turns the flush just before he stars pissing, and then tries to finish passing before the water disappears” (54). Chatterjee never misses an opportunity to indulge in black humour that makes us laugh as well feel discomfort. Peter Booker observes “.....Post Modernism presented an argument for sensuous response and the languages of the body over intellectual analysis. It declared itself for open randomized and popular forms and looked to an alliance with counter culture of youth, drugs, Rock and Roll and a new erotics in a deliberate affront to the decorums and hierarchies of literary establishment”(Booker1992).

Another interesting incident highlights the black humour in the reflections of Agastya. At school when his new English Teacher asks about his real ambition, Agastya replies that he wants 'to be a male, domesticated stray dog as it has lot of freedom, sleeps a lot, barks unexpectedly, got a lot of sex and has no responsibility'(35). Agastya recollects how he and his school friends had an adolescent fantasy about Dhrubo's mother. Such a taboo is openly described by Chatterjee, the true Post Modern novelist. These bizarre descriptions may not look obscene but certainly make its readers puzzled but enable them to understand how modern youth lack seriousness in life and look at everything in a lighter way.

In his room, he feels insomnia, does exercise, reads *Bhagavdgita*, listens to Tagore and reads the classic *The Meditations* by Marcus Aurelius, the second century Roman emperor and a great philosopher apart from his secret pleasures. He is usually disinterested in the official meetings and was mostly amused by the oddities of the subordinates and affectation and unnecessary officialdom of the bureaucrats. He is sick with unhygienic conditions of the town and finds varieties of excrement (p.41) on his way to meet the Superintendent of the District Mr. Kumar. When S.P introduced Sathe, a cartoonist cum journalist and talks about a murder, where a child's face was bashed with a wall clock, instead of pitying the child he reflects in a kinky way, "Agastya felt a little sick, as though someone had lightly snicked his testicles. They could visit him too, one kick in the balls, they could crush his face with his cassette recorder before they took it away." (p.43). The unpleasant scenes of suffering, murder are all subject for dark humour to a modern young man who feels ennui without a will for a productive work. This reflection also unveils Agastya's honesty and ability to pity himself when stranded in unwanted conversations or circumstances.

Chatterjee never used black humour to offend or humiliate others but it seems to be a way out for his characters bitten by general tedium. The protagonist, throughout the novel feels alienated not only from Madna but also from mere existence of life. Chatterjee draws a slight contrast between the young and old matured characters in the novel. While Agastya and his college mates express their boredom, the older bureaucrats are busy in keeping their profiles high and enjoy the facilities and authority given by their position. Dhrubo who is now an officer in City Bank, not contented with his job but plans to appear for the Civil Services. Ironically, Agastya who is already in the elite group of the 'steel frame'(IASs) of the state wants to come out of the bureaucracy and join as an editor or as a journalist in a publishing house in Delhi where his cousin 'Tonic' works. All the city educated youth in the novel somehow caught in the web of existential dilemma. They are in a fix, indecisive of a career, unable to love and progress in the career in spite of their intelligence and capabilities that reminds us 'to be or not to be' situation.

Renu, the Punjabi girl friend of Dhrubo writes from Illinois that she has no meaning to come over to America for her studies. She expresses her sense of displacement and feels low all the time. She says, "I really wonder what I'm doing here, especially because academically this

place really sucks..... The worst is not having any one to share the absurdity....why don't we learn that all changes of place are for the worse...(p.156). Renu seems lacking ambition even after having admitted in a foreign University. It is not just dislike for a place and studies but the modern youth's doldrums about mere life. When an American asks her if she rode on an elephant to college in Bombay, she replies, "Yes, I said, but I had to hire one, since we were too poor to own our own" (p.156). Instead of mingling and making friends, she expresses her futility and concludes that "to appear quiet and disinterested is the greatest defence, to convince oneself that nothing matters...The only way to cope with things is to pretend that nothing matters". (156,157) She wears a look of 'stay away from me' expression and shares the same feelings of her lover Dhruvo regarding one's work and life. Agastya goes to Delhi for Puja holidays and along with Dhruvo meets old friend Madan who used to wear faded jeans in college. Now he is changed, recently joined with Chartered Accountants. His job forced him to look different. Ironically he is disgusted to be clean and says "Because of this damn job . I have to look clean every day... It's sick, I think , having a job , having to work. Your whole day is goneEvery day in the office I feel as though my head is being raped Do you two ever feel like that?" (p.173) Contrastingly, Madan's sister , an intelligent girl bags Rhode's scholarship and plans to go to Oxford. He is deeply ashamed of her, envies her for being clever and showing interest and success in academics and work. Madan is the true embodiment of ennui, unable to enjoy his own work to earn one's own bread and butter.

Agastya as part of his training visits places and meets all kinds of district officers like BDO, DDO, S.P, Forest officer, Judge and so on. All his apprenticeship is done with much detachment, paying no interest and no attention in official meetings. He hears half from others and slips into his own day dreams, makes distorted versions of the conversation. Once he goes to Collectors bungalow and Shipra, the six year old daughter of Srivasthav cries that 'Bungali uncle has come'. Other kids also chant the same, but Agastya hears that they are shouting 'Pumbali Kunkle has Bum'(p.182). In a conversation he confesses that how in seconds his mind moved from the somber to frivolous. Once he stole the car keys of the Collector in the bungalow and funnily visualizes how the Collector would react and shout at the driver. Finally he laughed at the meanness of his action.

The author boldly gives a vivid description of the unpleasant taboo scenes like urinating, excreta and so on. When the protagonist tries to evade an official meeting, he wanted to take the help of Dr. Multani to certify his illness and treat him. He says "And to Multani , of course, he'd say that his stomach was upset. But what if Multani asked him for a shit sample? That could be awkward, particularly since he'd been shitting so well of late. Or he could steal someone else's shit, Vansant's perhaps, in whose case all he had to do was steal into kitchen and delve into a vat. That would be quite a scoop for the Dainik: IAS officer caught stealing cook's condiments" (p.220). The illustration takes the readers to the heights of the dark comedy, mastered by Upamanyu Chatterjee. The lack of strong will towards work and ambition, the shift from city to rural setting made the protagonist reflect in a weird way.

Agastya visits tribal villages of Jompanna , Chipanti and wondered at the humble living style of the people in the forest. He was moved by the plight of them due to acute water scarcity. His sense of ennui slowly starts dripping away when he jumps into action to supply water to them. He plunges into action and is able to get the compliance of his subordinates in ensuring the supply of drinking water to the villagers. “Agastya appears to be close to changing his mindset after a visit to Chipanti.....moved by the plight of the hapless women..... for a while he is recklessly honest.”(Prasad43). Chatterjee makes his hero understand the need of the hour, work culture and plunge into action, discharging the assigned duty and in turn serve the community. In an interview with Prathima, Chatterjee himself says, “The whole water issue is his (Agastya’s) first outward movement. But not in a dramatic way; it is just the hint of looking outward. Even though he is longing to be self-absorbed, events in themselves can pull a person out.” (Prathima52-60).

Agastya says to his uncle about his attitude once “ Of course nothing is fixed. I’m in a sort of state of flux, restless. I don’t want challenges or responsibility or anything.....“I just want this moment, this sunlight, the car in the garage, that music system in my rooms, these gross material things, I could make them last forever- This narrow placid world, here and now is enough, where success means watching the rajnigandhas you planted blossom. I am not ambitious for ecstasy, you will ask me to think of future but the decade to come pales before the second, the span of my life is less important than its quality. I want to sit here in the mild Sun and try and not to think, try and escape the inequity of the restlessness of my mind.... Doesn’t anyone understand the absence of ambition or the simplicity of it”(148).

At the end of the novel Chatterjee lessens the intensity of the black humour and paves the way for the progress of the events. Agastya is posted to Koltanga ,another small town as Assistant Collector, he boards the train and reads Marcus Aurelius “Today I have got myself out of all my perplexities; or rather , I have got the perplexities out of myself- for they were not without , but within ; they lay in my own outlook. Thus Agastya fights his sense of futility, ennui at Madna and moves on to his new place of posting.

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Distinction between Language and Literature.

Dr.I.BHAVANI

Languages are more to us than system of thought-transference. They are invisible garments that drape themselves about our spirit and give a predetermined form to all its symbolic expression. When the expression is of unusual significance, we call it literature.

Art is so personal an expression on that we do not like to feel that it is bound to predetermined form of any sort. The possibilities of individual expression are infinite; language in particular is the most fluid of medium. In great art there is the illusion of absolute freedom. The artist has intuitively surrendered to the inescapable tyranny of the material, made its brute nature fuse easily with his conception. The material “disappears” precisely because there is nothing in artist’s conception to indicate that any other material exists. For the time being, he, and we with him, move in the artistic medium as a fish moves in the water, oblivious of the existence of an alien atmosphere. No sooner, however, does the artist transgress the law of his medium than we realize with a start that there is a medium to obey.

Language is the medium of literature as marble or bronze or clay are the materials of the sculptor. Since every language has its distinctive peculiarities the innate formal limitations and possibilities of alone literature are never quite the same as those of another. The literature fashioned out of the form and substance of a language has the color and the texture of its matrix. The literary artist may never be conscious of just how he is hindered or helped or otherwise guided by their matrix, but when it is a question of translation his work into another language, the nature of the original matrix manifests itself at once. All his effects have been calculated, or intuitively felt, with reference to the formal “genius” of his own language they cannot be carried over without loss or modification. Nevertheless literature does get itself translated, something with astonishing adequacy. This bring up the question whether in the art of literature there are not intertwined two distinct kinds or levels of art-a generalized, non-linguistic art, which can be transferred without loss into an alien linguistic medium, and a specifically linguistic art that is not transferable . I believe the distinction is entirely valid, though we never get the two levels pure in practice. Literature moves in language as a medium, but that medium comprises two layers, the latent content of language-our intuitive record of experience-and the particular conformation of a give language- the specific how of our record of experience. Literature that draws its sustenance mainly-never entirely-from the lower level, say a play of Shakespeare’s, is translatable without too great a loss of character. If it moves in the upper rather than in the lower level-a fair examples is a lyric of Swinburne’s- it is as good as untranslatable. Both types of literary expression may be great or mediocre. There is really no mystery in the distinction. It can be clarified a little by comparing literature with science. A scientific truth is impersonal, in its essence it is encinctured by the particular linguistic medium in which it finds expression. IT can as readily deliver its message in Chinese as in English. Nevertheless it must have some

expression, and that expression on must needs be a linguistic one. Indeed the apprehension of the scientific truth is itself a linguistic process, for thought is nothing but language denuded of its outward garb. The proper medium of scientific expression is therefore a generalized language that may be defined as a symbolic algebra of which all known languages are translations. One can adequately translate scientific literature because the original scientific expression is itself a translation. Literary expression is personal and concrete, but this does not mean that its significance is altogether bound up with the accidental qualities of the medium. Artful deep symbolism, for instance, does not depend on the verbal associations of a particular language but rests securely on an intuitive basis that underlies all linguistic expression. One feels that they are unconsciously striving for a generalized art language, a literary algebra, that is related to the sum of all known languages as a perfect mathematical symbolism is related to all the roundabout reports of mathematical relations that normal speech is capable of conveying. Their art expression is frequently strained, it sounds at times like a translation from an unknown original-which, indeed, is precisely what it is. These artists-Whitman's and Browning-impress us rather by the greatness of their spirit than the felicity of their art.

Nevertheless, human expression on being what it is, the greatest-or shall we say the most satisfying-literary artists, the Shakespeare's and Heine's, are those who have known subconsciously to fir or trim the deeper intuition to the provincial accents of their daily speech. In them there is no effect of strain. Their personal "intuition" appears as a completed synthesis of the absolute art of intuition and the innate, specialized art of the linguistic medium. Every language is itself a collective art of expression. There is concealed in it a particular set of esthetic factors-phonetic, rhythmic, symbolic, morphological-which it does not completely share with any other language.

An artists must utilize the native esthetic resources of his speech. He may be thankful if the given palette of colors is rich, if the springboard is light. But he deserve no special credit for felicities that are the language's own. We must take for granted this language with all its qualities of flexibility or rigidity and see the artist's work in relation to it. There are certain things that one language can do supremely well which it would be almost vain for another to attempt. Generally there are compensations. The vocalism of English is an inherently drabber thing than the vowel scale of French., yet English compensates for this drawback by its greater rhythmical alertness. IT is even doubtful if the innate sonority of a phonetic system counts for as much, as esthetic determinant, as the relations between the sound's, the total gamut of their similarities and contrasts. The phonetic groundwork of a language, however, is only one of the features that give its literature a certain direction. For more important are its morphological peculiarities. It makes a great deal of differences for the development of style if the language can or cannot create compound words, if its structure is synthetic or analytic, if the word of its sentence have considerable freedom of position or are compelled to fall into a rigidly determined sequence.

Probably nothing better illustrates the formal dependence of literature on language than the prosodic aspect of poetry. Quantitative verse was entirely natural to the Greeks, not merely because poetry grew up in connection with the chat and the dance, but because alternations of long and short syllables were keenly live facts in the daily economy of the language. That tonal accents, which were only secondarily stress phenomena, helped to give the syllable its quantitative individuality. When the Greek meters were carried over into Latin verse, there was comparatively little strain, for Latin too was characterized by an acute awareness of quantitative distinctions. However, the Latin accent was more markedly stressed than that of Greek. Probably therefore, the purely quantitative meters modeled after the Greek were felt as a shade more artificial than in the language of their origin. The attempt to cast English verse into Latin and Greek molds has never been successful. The dynamic basis of English is not quantity, but stress, the alternation of accented and unaccented syllables. This fact gives English verse an entirely different aslant and has determined the development of its poetic forms, is still responsible for the evolution of new forms.

To summarize, Latin and Greek verse depends on the principle of contrasting weights, English verse, on the principle of contrasting stresses, French verse, on the principles of number and echo, Chinese verse, on the principles of number ,echo and contrasting pitches. Each of these rhythmic system proceeds from the unconscious dynamic habit of the language, falling from the lips of the folk.

Whatever be the sounds, accents, and forms of a language, however theses' lay hands on the shape of its literature, there is a subtle law of compensations that gives the artist space. If he is sneezed a bit here, he can swing a free arm there. And generally he has rope enough to hang himself with, if he must. It is not strange that this should be so. Language is itself the collective art of expression, a summary of thousands upon thousands of individual intuitions. The individual goes lost in the collective creation, but his personal expression has left some trace in a certain give and flexibility that are inherent in all collective works of the human spirit. The language is ready, or can be quickly made ready, to define the artist's individuality. If no literary artist appears, it is not essentially because the language is too weak an instrument, it is because the culture of the people is not favorable to the growth of such personality as seeks a truly individual verbal expression.

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Precepts of Polonius and their universal appeal in “Hamlet” by William Shakespeare, A brief study

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Introduction

Polonius was a lord chamberlain in the play “The tragedy of Hamlet, prince of Denmark”. He was an old man who never walks his talk. He was a favourite whipping boy for many critics, may be because his thought, word and deeds never matched. But his character was recognized as indispensable as the play.

Though there was enormous scholarly work done on Hamlet and on the role of Polonius, only a passing reference was thrown on his precepts. This may be because of the popular belief that Polonius learnt the lines by heart and their relevance to the precepts of Isocrates. Some scholars also tried to prove that these were cliché even in those days and were part school syllabi.

In the scene iii of act I he gives a few precepts to his son, who was leaving for France to resume his studies. There is so much than what meets the eye in the precepts. If followed, they will help build inner piece in individual and harmony in society. This work tries to emphasize the importance of these precepts with the help of research work. This work acknowledges the great contribution of scholars on Hamlet.

2. A few definitions on the works of William Shakespeare

William Shakespeare hardly needs any introduction to the literary fraternity. His works were translated into almost all living languages. Every person who has flair for literature found something in the play. The following observations reflect some apt opinions on his works.

John Dryden in his “Essay of Dramatic Poesy” opines that “He was the man who of all modern, and perhaps ancient poets, had the largest and most comprehensive soul”. Ben Jonson extolled Shakespeare as “He was not of an age, but for all time”!

Samuel Johnson, a famous author and critic, introduces Shakespeare in his “preface to Shakespeare” and says “The poet, of whose works I have undertaken the revision, may now begin to assume the dignity of an ancient, and claim the privilege of established fame and prescriptive veneration. He has long outlived his century, the term commonly fixed as the test of literature merit. Whatever advantages he might once derive from personal allusions, local customs, or temporary opinions, have for many years been lost; and every topic of merriment, or motive of sorrow, which the modes of artificial life afforded him, now only obscure the scenes

which they once illuminated” Surely, these are the only many an iota of encomiums for the greatest of poets English literature has ever had.

3. Literature review on the character of Polonius

Let us look at the criticism on the character of Polonius. In his work “General Observations on Shakespeare's Plays” Samuel Johnson observes: The idea of dotage encroaching upon wisdom will solve all the phenomena of the character of Polonius”.

William Hazlitt says “Polonius is not a perfect character in its kind a busy-body, and is accordingly officious, garrulous, and impertinent. His folly, whether in his actions or speeches, comes under the head of impropriety of intention”.

Coleridge observes him as “mere poring, maudlin, cunning, - slyness blinking through the watery eye of superannuation. So in this admirable scene, Polonius, who is throughout the skeleton of his own former skill and statecraft, hunts the trail of policy at a dead scent, supplied by the weak fever-smell in his own nostrils.

3. Need and importance of the study

From the vast amount of pertinent literature it can be safely concluded that the character of Polonius was seen through the lens of one critical angle that dates back to long time ago. Though the importance and relevance of the precepts of Polonius was recognized, the precepts did not get the recognition they deserve. As a result the importance of the invaluable advice was shrouded in the character description of Polonius. There is no denying fact that Polonius lacks integrity in character. But this is not a criterion to deny his precepts. As was aptly said “you must accept truth whatever source it comes from”. There is a dire need to look at the precepts and their relevance to the present society keeping in mind that they were not preached by Polonius but only uttered by Polonius as he was the mouthpiece of William Shakespeare.

4. Statement of the problem

The speech of Polonius in the act I scene iii of the play “the tragedy of Hamlet, prince of Denmark” has so much wisdom in it, yet denied of its place in its relevance of transforming society by sensitizing people to values. Shakespeare seems to have spoken through Polonius. They have been quoted by many authors. There is a need to have a keen look at their relevance to the present society.

5. Objectives of the study

The main objective of the study is to show that the precepts of Polonius were written with good intension i.e. to reform society. Shakespeare knows the precepts will last long. They were not a bunch of cliché, as proclaimed by some authors. Shakespeare bestowed Polonius with wisdom and love for his children.

6. Scope of the study

This study confines itself only to the advice of Polonius to his son Laertes when latter was going to France to resume his studies in the Act I scene iii of William Shakespeare's drama "Tragedy Hamlet, prince of Denmark"

Limitations of the study

1. Some of the observations are made with the help of secondary data like extracts of the interviews of successful people, their subjectivity cannot be denied.

Findings and suggestions

Some writers write to amuse themselves the world around them, some write for money or to sustain themselves. But some write for the betterment of society. They conceive a society and strive for it. They write for the future society. Their writings cover all the problems faced by human beings. If read between lines, they have solutions to offer for the generations to come. One among such writers is William Shakespeare. Shakespeare is a universal poet. His works encompass all conceivable problems.

One among all the attributes of civilized human beings is their infinite capacity to change themselves when motivated. This attribute eclipses all our backdrops, either innate or acquired. Shakespeare knew this. This is the reason why his characters speak time tested truths

This article emphasizes the need to look at the precepts of Polonius with different perspective. The precepts were deliberately written to be spoken by Polonius with clear goal that the coming generation will recognize their value. Shakespeare wanted to preserve and disseminate the age old wisdom. The precepts can be spoken by Polonius in the play as he was the counsellor to the king. The other characters have their own limitations. Moreover he may be a bad politician, but a loving and caring father, which makes him the speaker of the inner thoughts of Shakespeare. This was foreseen by Shakespeare. In the precepts many a wise thought was spoken. Let us look at the summary of the gist of precepts. Polonius advises Laertes to

1. Think carefully before act
2. Not to be impulsive
3. Mingle with all but not to be too common.
4. Make good friends and keep them.
5. Try to stay away from confrontation however, if he must get involved; make sure he overcomes all
6. He must take care of how he wants to be seen. The value judgment regarding what one wears is a must.
7. Listen to everybody but reserve your judgment
8. He

should not either lend or borrow money. In other words he must not live beyond his means.
9. He must be true to himself. He must follow his heart.

It is evident from the above passage that all the other dialogues of Polonius and this advice of his are entirely different. In the other speeches Polonius one finds sanctimonious pontifications, platitudes and moral niceties. He seems to utter some dialogues that were unbecoming of his position and age. He seems to be embodiment of all vice. But once these precepts and their applications are to be considered, he commands our reverence. He is precise simple straightforward and objective in this speech.

Problems faced by the present generation such as demonstration effect, consumerism, greed and inability to contain desires can be addressed with the help of the above precepts of Polonius. In the “ story of the stuffs”, a widely viewed a video documentary published on the internet after thorough research of ten years, states that more than 90% of the products produced by the developed nations, are hazardous to human beings, during their production, distribution and usage. Most of the salient points in the motivational books In English are replete with aphorisms of Polonius. All the countries either thrive on debt (either lending or borrowing). This is amply evident if we look at the budgets of countries. It was learned that people who achieved success had confessed to possess or acquire most of the precepts given by Polonius.

The data are taken from primary and secondary sources. By looking at the results which were mentioned it is abundantly clear that the precepts uttered by Polonius are indispensable and meant for the generations to come. Had they been cliché or school boys’ morals as argued by some, they could not have survived so long. Instead they found themselves in almost all the success literature in one form or other.

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Language and Literature

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Introduction

Language and literature are generally treated as similar in meaning, but actually they are not. There is a lot of difference between them. Language is the fundamental unit of literature and literature is the product of language. As Language is more than a system of thought transference. It is an invisible garment that drapes itself about our spirit and give a predetermined form to all its symbolic expression. When the expression is of unusual significance, we call it literature. Every language is itself a collective art of expression. A particular set of aesthetic factors is concealed in it. So a work of literary art can never be truly translated.

Language

Language is the unique characteristic of human beings. It is the building block of literature. It is the medium of literature as marble or bronze or clay are the materials of the sculptor.¹ The Oxford English dictionary defines language as the method of communication either spoken or written, consisting of the use of words in a structured and conventional way.² The word 'language' is originally derived from the Latin word, 'lingua' which means 'tongue'.³ It was originated when the early man, having different cultures, started co-operating with one another. As they needed a common language to convey their thoughts and ideas to others, a sign language was invented by them. Later they succeeded in using the language with sounds. After that they learnt the art of writing and started expressing themselves in writing. Thus literature came into existence.

Language is not only a collection of words in an unabridged dictionary but the individual and social passion of human beings. With the development of the human race, the language also developed and kept on changing. A number of languages emerged and died after some time. The languages which are no more in use are called dead languages and the languages which are still used by a lot of people are called modern languages.

Literature

Literature is a branch of knowledge that deals with the study of various literary forms such as poetry, prose, novel, fiction, play, essay etc. The word 'literature' is derived from the Latin word 'litterae' which means 'letter'.² So literature means "things made from letters". But it is also not confined to only published works. It includes even unpublished work which is called as oral literature. Literature is used to describe anything from creative writing to more technical or scientific works. But the term is mostly used for the creative imagination.

It is very difficult to define literature. In an ordinary sense we can say that whatever is written is literature. But there cannot be a clear and precise definition of literature as it covers almost all the spheres of life. Different scholars have defined literature differently. But the universally accepted fact is that literature is the mirror in which we can see the reflections of our own lives. The literature includes all the activities of the human soul in general or in a particular sphere, period, country or a language.

Collins English Dictionary defines literature as written material such as poetry, novels, essays etc., especially works of imagination characterized by excellence of style and expression and by themes of general or enduring interest.⁴ Like any other branch of studies, literature is also divided into four major classes namely poetry, prose, fiction and non-fiction. It may also be divided according to historical periods, genres and political influences. Some of the important historical periods in English Literature are the Elizabethan Age, Jacobian Age, Restoration Age, Victorian Age and the Modern Age. The important movements in English literature are Romanticism, Imagism, Symbolism, Feminism, Post-colonialism, Post-structuralism, Postmodernism etc.

One of the best qualities of literature is its universality. Though literature is produced in many countries and in many languages, it has no boundary of a nation or race. It has universal appeal as it appeals to all human emotions such as love, hate, joy, sorrow, fear, faith etc.

Scope of literature

The scope of literature is very wide. It can cover everything which can come into the human mind. Since literature is the expression of human thoughts, its content is limitless because the thoughts and desires of human beings to communicate with one another are also limitless. The subject matter of literature is as wide as human experience itself. It has the capacity to incorporate the entire universe in it. It includes everything from philosophy to science. True literature should tell us who we are and how we should live. Thus it can be said that literature includes our life from our birth to death.

Functions of literature

The first function of literature is to entertain and give pleasure and delight to the reader. It helps us to escape from the fret and fever of real life to the imaginary happy world. The second function of literature is to heighten our awareness in certain aspects of life by the exact depiction of human nature. The next function of literature is to teach us how to live. The study of literature makes us sober and gentle and also teaches us the art of living.

Literature makes us know ourselves as it reflects human life in it. It is a kind of self revelation. It makes us know our mistakes and gives scope for correction. It tells us who we are and how we should live in this world. Literature helps us understand ourselves and the purpose of our life. It is like a historical document of the people of a particular age as it records not only

their deeds, customs, traditions, habits, and cultures but also their dreams and their thoughts which made their deeds possible.

The study of literature improves our thinking skills. We learn this by analyzing themes and characters in a work of literature. Literature enlightens our imaginative power of the mind. Different people study literature for different reasons. Some study it for entertainment and pleasure, some for getting information and some others for spiritual purposes. Though the reason of studying literature varies from person to person, it benefits all the people who study it. The study of literature enriches our vocabulary and also improves our writing skill.

William J. Long says beautifully about literature in the following lines.

“Literature is the expression of life in words of truth and beauty; it is the written record of man’s spirit, of his thoughts, emotions, aspirations; it is the history, and the only history of the human soul. It is characterized by its artistic, its suggestive, its permanent qualities. Its object aside from the delight it gives is to know man, that is the soul of man rather than his actions; and since it preserves to the race the ideals upon which all our civilization is founded. It is one of the most important and delightful subjects that can occupy the human mind.”⁵

Relationship between language and literature

Language is a set of words to express our ideas to others. This is a means through which we express our thoughts. That is why language is often referred to as “the dress of thought”. Where as literature is the thought which is expressed with the help of language. The literature of a language is rich because of the correct use of language by the writer of that language. For example, a piece of work created with thoughtful expressions in English improves the quality of English literature by leaps and bounds. On the other hand , it is great literature that makes language flourish.⁶

Difference between language and literature

Language is a method of communication, whereas literature is the content of it. Language is a mode of expression of thoughts by means of articulating sounds, whereas literature of a particular language is produced by the literary works of the authors of that language. Language consists of sounds, words and sentences while literature is made up of the thoughts expressed in any given language. Literature has several forms which are called literary forms like prose, poetry, epic, drama, short story, novel, essay etc. All these literary forms are laden with language in which they are written. In short it can be said that literature is built entirely in the language in which it is written. Language is the method of expression whereas literature is the collection of such expressions in the said forms mentioned above.⁷

Conclusion

Language and literature are two different words with different meanings. fundamental unit of literature and literature is the product of language. Every language has its own literature. As there are many languages, many literatures came into existence. As every language has its own distinctive peculiarities, the innate formal limitations and possibilities of one literature are never quite the same as those of another. Therefore it can be said that a work of literary art can never be truly translated. A literature can be either rich or poor depending upon the correct use of the language in which it is created. If a language is dead, automatically its literature is also dead. Thus it can be said without language, literature cannot exist. Though language is primary and literature is secondary, it is great literature that enriches language. Therefore we can say that language and literature are interdependent.

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LANGUAGE AND LITERATURE

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Introduction :

Language is the most important aspect in the life of human being. The language is an outcome of verbal behavior it includes gestures and body movements as well as speech (Pierce & Eplin, 1999) on the other hand literature is a mirror of the society as *Emerson* says that the “Literature is a record of the best thoughts”. According to *Cardinal Newman*, the function of literature is to educate the individuals, to broaden and refine vision to correct follies and foibles of ordinary men, to improve comprehensible powers to enhance knowledge and wisdom of the readers.

Language as a tool for communication:

The word language has been originally derived from *Latin word, ‘Lingua’ which means ‘tongue’*. When we use language in general, it refers to the cognitive faculty which enables us to learn and use systems of communication. Language was originated when the early men, having different cultures, started co-operating with one another. At this time they needed a common language to convey their thoughts and ideas to others. So they invented a sign language which soon became very common. But, as the human being’s nature is they were not satisfied with the sign language. They wanted to convert their thoughts into words and wanted to hear the thoughts. So they started finding words which may produce sound, Ultimately they succeeded and the language with sound came into existence, Since the people had different cultures and regions, different languages came into existence. After the invention of language they learnt the art of writing and as a result they started expressing themselves in writing.

Language and Literature

Language is primary and literature is secondary. The Free Encyclopedia defines language as “the human capacity for acquiring and using complex systems of communication”. (Wikipedia, the free encyclopedia). After the language has come into existence, the people learnt the art of writing. Whatever they wrote was preserved as a treasure, the written scripts were treated as literature and thus in this way the literature came into existence.

As I already said that language is primary and literature is secondary. Language is the method of communication it includes grammar, punctuation etc. though English literature consists of three elements like poetry, prose (includes novels and all types of stories) and last of all dramas such as the relationship between language and literature is basically that language skills (LSRW) is USED IN Literature.

Differences between the language and literature

1. Language is set of words to express our ideas to others on the other hand, literature is the thought which is expressed with the help of language. Thus it is clear that without language there is no existence of literature because without language we cannot express our thoughts language is the fundamental unit of literature. It can be said that the language makes the literature.
2. A language comprises of sounds, words and sentences. While literature is made up of the thoughts expressed in any given language.
3. Thus it can be said that literature has several forms which are called literary forms like prose, poetry, drama, novel, epic, short stories etc. All these literary forms are laid with language in which it is written. In short it can be said that the entire literature is constructed by the language in which it is written.
4. Language is the method expression whereas literature is the collection of such expression in the said forms mentioned above, Any literature can be said to be rich or poor depending upon the correctness of the language in which it is created.

Literary Language

Literary language is that language which is used in literary criticism and general discussion on some literary works. For example: Shakespear's language was not easy to understand for common Elizabethans.

Ex. Friends, Romans and Countrymen, lend me your ears.....

This is from Mark Antony's speech in Shakespear's *Julius Caesar*. Hear *lend me your ears* is used figuratively for rhetorical ends in order to make more impact than a literal variation such as *listen to me for a moment*.

Daniel Defoe (1660-1731) who wrote the major works of literature in the ordinary English language. Since then the language of literature has changed a lot, In the modern time we find literature written in the languages which are really used by common people in their daily life. Now a days literature has become close to the people and so its readership has increased. On part of writers it has now become a style to write in ordinary language.

Literature

As we know, the word, literature, has been derived from the Latin word, 'littera' which means letter. So literature means "things made from letters". But it is also not confined to only published works. Unpublished work also may be literature which is called oral literature. To define literature is very difficult. Collins English dictionary defines literature as written materials especially works of imagination characterized by excellence of style and expression and by themes of

general or enduring interest. Literature is divided into four major classes namely prose, poetry, fiction and non-fiction. It may also be divided according to historical periods, and political influences. The important historical periods in English literature are the Renaissance period, old English period, Middle English period, 18th century Restoration period, 19th century Victorian period, and the 20th century modern period. There are also many important movements in English literature. Romanticism, Feminism, post-colonialism, post-structuralism, post-modernism etc., are the important movements in English literature.

Scope of literature

The scope of literature is very wide. It can cover everything which is on the earth. Leo-Tolstoy, the Russian writer said while defining literature. He said that literature fails if it cannot answer two fundamental questions: who we are and how shall we live. If literature does not teach us how to live and tell our identification as human beings, then it is something else, not literature in a true sense. Tolstoy's this statement defines literature, tells us about the function and aim of literature as well as its scope. Tolstoy believes that these two questions drive all literature and should be guiding principles upon which all literature is based. These are the two fundamental questions. Literature tells us who we are and how should we live in this world. It means that the literature has completely encompassed our life, since our birth to our death. This very idea shows how wide the scope of literature is.

Why should we study literature?

When we study literature we come to know ourselves. In fact it is the mirror of social life and political life of the age in which it was written. It represents the life of its age. So literature is a kind of documents which contains the history, social or political of its time. By studying literature of any age, we come to know about the culture, tradition, habits, customs, and the way of living of the people of that age. So we can say that literature is a kind of historical documents which contains the true information about the age and the society in which it was written.

1. The study of literature improves our thinking skill like analyzing themes, characters and symbols in a work of literature. It enlightens our imaginative power of the mind.
2. The study literature also enriches our vocabulary power. We read literature and come across many new words. Thus we learn new words.

Conclusion

The language is not only a collection of words but the individual and social passion of human beings. The language which is used in literature is different from the language used by the ordinary people. These languages are called the literary language. It contains symbols, metaphor, hyperbole, simile, etc., whatever sounds accents and forms of a language is meticulously crafted in the shape of its literature.

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Teaching Speaking through Stories

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Abstract

The present paper aims to emphasize the effectiveness of using literature in ELCS Laboratory through different activities. The concept of teaching language through literature could be implemented through various classroom activities from the simplified version of classic texts in English like simple moral stories. It reviews the arguments for using literature in the language classroom. It is proved that literary texts provide wide scope to explore multi-dimensional use of the language. Literary pieces especially stories are more attractive and fascinating than other teaching materials and allow number of Language learning activities like productive and receptive skills. They offer real language acquisition feel. In this study, tasks were designed for the students based on literary texts which provide ample opportunities for developing and practicing speaking, listening, reading and writing. Activities like role plays, group discussions and presentations will reduce the level of anxiety and stage fright in the students and they get involved into the language with enthusiasm and interest. It is suggested that selecting the texts properly and designing different set of activities according to the needs of the learners can facilitate language teaching and learning a better way than ever.

ABOUT EDITOR



Smt.S.SAILAJA JHANSI, Associate Professor, Head of the Department of English; Member of Board of Studies - UG Courses, Kakatiya University, Warangal; UGC Purchase Committee Member; NSS Programme Officer & Contingent Leader; Ranger Leader for Bharath Scouts and Guides; SC & ST Monitoring Committee Convener; IGNOU Coordinator; Cultural Committee Convener; Member of Hostel Advisory Committee; Member of Editorial Board; Disciplinary Committee Member; Organising Secretary of Three National Seminars and One Workshop sponsored by UGC; was appointed as a lecturer in English at Singareni Collieries Women's Degree College, Kothagudem, Khammam District in 1995 and she has completed MA(English), M.Phil from SV University, Tirupati, Chittoor district. She bagged a Gold Medal for getting top marks in Psychology, one of the subjects, in her graduation. She is doing research on "Thematic Concerns in Mulkraj Anand's Selected Novels" from Krishna University, Machilipatnam, Krishna District. Besides that, she is pursuing MBA. She has presented sixteen papers on different topics in international and national level seminars. Twelve of her articles have been published in different Multi-Disciplinary National and International Research Journals bearing ISSN and ISBN number. She compiled four books on Spoken English.

Being the Coordinator, JKC, she made fruitful efforts for making the students getting succeeded through the interview. Her services were recognized and awarded by Shri.Shasibushan Kumar, IAS, the then District Collector, Khammam.

As a Contingent Leader from The then Andhra Pradesh – she attended NSS MEGA CAMP – at Tejpur University, Guwahati, Assam. As a Master Trainer she attended Training of Trainers on "**Social Harmony National Unity and Human Rights**" held at Rajiv Gandhi National Institute of Youth Development, Sri Perambudur, Chennai. In short, she is a multi-talented woman.