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To the Contributors:

ELT Quarterly (ELTQ), as a rule, publishes only original and unpublished texts on the following focus areas:

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Contributions should be sent to ELTQ@hmpenglish.com with subject line 'Article for ELTQ'. If your article is accepted for publication you will be intimated within fifteen days.

From the Editors' Desk

Dear friends,

We are pleased to bring to you the first issue of the ELT Quarterly for the academic year 2013-14.

The papers in this issue are an eclectic mix of areas ranging from broader issues of equity, ethics and semantics related to English language and education to technical areas like errors and error correction. Innovative uses of technology for English language learning like IMs and satellite technology have also been explored in some of the papers. Semantic implications of English in relation to the language of violence as well as the interpretative nature related to translation studies have been discussed. Areas like choice of good test items, testing that evaluates language competence, errors, accent neutralization are also some of the areas touched upon in the papers. While we also have an interesting historical account of ELT in Gujarat, there is also a study on ethical problems faced by teachers at the undergraduate level. This issue also includes a book review of Hosseini's *A Thousand Splendid Suns* with a focus on women's studies, an interview with Rod Bolitho on Continuing Professional Development and a report on Mobigam project.

Hence, all in all, this issue provides ample interesting reading. We thank all the contributors for their efforts in the areas of English language and literature. We further encourage research scholars to continue foraging into new areas that require further exploration.

Rajendrasinh Jadeja

Sunil Shah

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English Language Teaching in Gujarat: A Historical Perspective

Kiran Chauhan

This paper is an attempt to record the developments (in the past and present) taken place in Gujarat pertaining to English Language Teaching (ELT). While tracing the historical development of ELT in the State issues like curriculum reforms and ELT policies are discussed with the sociocultural background of the state.

The System of Education in Gujarat

According to Education Policy of 1968 endorsed by the New Education Policy of 1986 (Shukla, 1988), the National System of Education envisaged a common 10+2+3 structure that has now been accepted by all the states. Gujarat had earlier adopted the pattern of 11 + 4, wherein the learners were required to undergo eleven years of schooling before they entered the university, and were to undergo four more years of university education for graduation including the preparatory year. In 1976, when education was put on the list of concurrent subjects, the authority to take policy decisions was vested with the Central Government, and Gujarat like some other states, switched over to the national pattern of 10+2+3 (Jadeja, 1986).

Sociocultural Profile of Gujarat

As rightly observed by Jadeja (1988), while reviewing the literature on 'language use in ELT', "...language instruction is now viewed in a wider perspective. The process of classroom interaction are now seen as

a part of the total sociocultural context within which the teacher and the learners exist (p.51)". The following paragraphs give an account of demographic pattern and sociocultural milieu of Gujarat.

The erstwhile Bombay state was bifurcated into Maharashtra and Gujarat in 1960. The state at present comprises 25 administrative districts with 223 talukas, 18028 villages and 264 urban areas (GCERT, 2001). According to the Census (2011), Gujarat has a population of 6.03 Crore, and stands 10th most populated state in India. The state makes up about 5% of the country's population. Out of the total population of Gujarat, 42.58% people live in urban regions and around 57.42% live in the villages or rural areas. Literacy rate in Gujarat has seen upward trend and is 79.31% as per 2011 population census. Of that, male literacy stands at 87.23% while female literacy is at 70.73%.

The GCERT report (2001) "A Study in School Education" presents the growth of school education since 1961, by providing information on the number of schools at primary and secondary levels. The table 2.3 (GCERT, 2001, p.10) displays a significant increase (78.32 per cent) in the total number of schools at different levels of education during 1961-99.

Moreover, the state also shows development in elementary education since 1960. As reported in "Elementary Education in India – Analytical Tables"

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(Mehta, 2010), Gujarat stands fifth in the states of India on Education Development Index (EDI) along with states like Kerala (EDI, 0.791), Delhi (EDI, 0.780), Tamil Nadu (EDI, 0.771), Haryana (EDI, 0.753) and Gujarat (EDI, 0.748).

Curriculum Reforms in Gujarat

Prior to independence of the nation, this part of India consisted of British Gujarat, Baroda State and the princely states of Saurashtra and Kutchcha (GCERT, 2001). The curriculum scenario of primary education has changed progressively since the establishment of the first primary school in Surat, Gujarat in 1817 by Christian missionaries, which was later discouraged by EIC (East India Company) (Shah, 1979, as cited in Chand S. and Choudhury, G., 2004).

Since then, education in Gujarat has experienced many changes, especially in curricula after becoming a separate state in 1961. The L.R.Desai Commission which was appointed to go into the issue of teaching of English, recommended that in Gujarat, English should be taught from standard VIII onwards in an intensive manner. Among the five major curriculum reforms, the first three (1973, 1980, and 1987) were limited primarily to the development of new textbooks. The fourth major reform based on 'mastery learning' and 'minimum levels of learning' was introduced in 1994. And lastly, the reform made in 1997 was specially significant in that it tried to reorient the pedagogy followed in the state's schools, at the initial levels of the primary schooling, towards a more 'child-centred' and 'activity-based' approach (Chand S. and Choudhury, G., 2004). It significantly marked a change from the previous initiatives as

it aimed at making the initial stages of primary education "child-centered and burdenless".

The last decade, in particular, has witnessed progressive changes in the textbooks. For example, since 2006, new textbooks in double Demi size have been introduced. From June 2008, new textbooks have been introduced in 7th standard according to the new syllabus in Gujarati, English, Hindi and other mediums of instruction. From June 2008, self-learning books for 3rd and 4th standards are made available to children in Panchayat and Municipal schools. A revised edition of bilingual (English-Gujarati) dictionary based on text books of English (as a second language) for 5th to 7th standard students has been published in the year 2010. From June 2009 onwards, self-learning books for 5th to 7th standard of English (as a second language), Social Science, have been prepared. From the year 1999, a children's Magazine, "Balsrushti", published by the board, has been performing a pivotal role in improving reading habits of students and in disseminating new knowledge and information to the students (Jadeja, R.P. 2012).

Like textbook reforms at primary level, the state government has also made some promising changes in the development of textbooks at secondary and higher secondary level in Gujarat. The government of Gujarat has upgraded its policy by making English (as a second language) compulsory in the Board exams of 10th, 11th and 12th during the last five years in all streams. Furthermore, the government has prepared Supplementary Readers like Flamingo, Dolphin, and Butterfly containing interesting content for the students of secondary schools in order to provide good exposure for learning

English and to make English language learning interesting and joyful.

English in Gujarat

The state of Gujarat was formed on 1st May, 1960 amidst numerous controversies. The patriotic fervour of a newly born state was also seen in its feelings of a prejudice against English. To talk about usefulness of the English language in that context was considered unpatriotic. Soon after the formation of the state, the Government of Gujarat deliberated on its own Education policy and appointed the L.R. Desai Committee to study the various aspects of ELT requirements. The Committee presented its report in 1961. As Jadeja (1986) observes,

It was recommended that the teaching of English at the primary school level be discontinued. The loss was to be made up by an increased and intensive teaching of English (eleven class-periods a week) at the secondary school level. These recommendations were accepted and English was taught as a compulsory subject in classes VIII through X. It was made an optional subject at class XI which is the school-ending year at that time (p.8).

As a result, while in many states of India English was taught even in primary schools, in Gujarat it was introduced as late as at 13 years of age (class VIII) not considered to be a very congenial neurological state for learning a new language. Hence, English was taught as one of the subjects in classes VIII, IX and X. It was made an optional subject at class XI which was the school-ending year and the year of Public Examination. Further, during graduation, it was an optional subject. However, if a student desired to opt for English at the college level, s/he

was allowed to do so after going through a short 'Bridge Course'. This Bridge course also enabled students to specialize in English as a major, thus placing these students at par with those who had been studying English since class VIII.

The decision to teach English from class VIII onwards gave rise to a public debate and there as a strong demand to teach English at the primary school level. With a view to giving impetus to vocational courses, when Gujarat opted for the 10+2+3 pattern of education in 1976, English was introduced as an optional subject in classes V, VI and VII (Jadeja, 1986). This meant that if some primary schools wanted to teach English, they could teach it on a 'voluntary' basis, outside the school hours, for which no Government support was made available. As Vaidya (2002) states, "schools were allowed to teach English on the boundary basis from standards V to VII outside the school hours and the expenditure on this were expected to be borne by the schools from their reserve funds (p.10)."

So in class VIII there used to be two categories of students a) those who had studied English for three years, and b) those who were beginners. During this time, once again the subject was compulsory in classes VIII and IX but optional in X, XI and XII as well as at the university level, leaving little motivation for schools to take the teaching of the language seriously. Finally, in late 90s the government made English compulsory from 5th standard. At present, the policy continues and it's upon the school to decide whether to introduce or not. But most of the private schools introduce it from the 1st standard itself.

Following the changes in policy, the approach to the teaching of English in Gujarat has also taken many shifts. In

the 60's the approach to the teaching of English was bookish and rule-governed. Ability to translate from and into English and Gujarati was considered the hallmark of learning English (Jadeja and Natraj, 2004). Even in the 70s and 80s textbooks and teaching of English primarily followed the structural-situational model wherein the emphasis was on drilling and habit-formation. Although most schools offered English in classes V, VI, and VII, the approach to the teaching of English was mainly structural (Sharma, 2006). This was probably the result of anti-English bias in the state policy that has created a situation in which ELT resources have successively got depleted in terms of the availability of good teachers, teacher training facilities at the PTC level and even in terms of teaching / learning materials (Jadeja, 2001).

However, towards the end of the 80s some changes were noticed in the textbooks and teacher-training programmes. Gradually, a large number of English medium schools grew to cater to the demand of the society. At the threshold of the 21st century in the year 2004, the Gujarat government introduced Functional syllabus and new textbooks of English at Secondary and Higher Secondary level (at 8th & 11th - 2004, 9th & 12th - 2005, 10th -2006). This was followed by large scale in-service teachers' training programs throughout the state. Subsequently, the English textbooks for primary level underwent a change and the same approach was followed in preparing the new textbooks which focus more on oral practice and activities. In the year 2007, the government made English

a compulsory subject to pass the standard X (Board Exam) if the student wishes to pursue studies in Higher Secondary. Hence, the governmental policy initiatives seem to reinforce aspirations of Gujarati parents who perceive that competence in English will give their children a comparative advantage when it comes to further education and employment.

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Task Based Teaching of Language Functions: An Experiment

Alka Macwan

1.0 Introduction:

It is now established that language teaching is a scientific and academic discipline and, more particularly, English language teaching (ELT) stands out for its strong vitality and continuous advancement and development. The growing number of publications, organisations, institutions, materials, tests and conferences on ELT clearly indicate that this field has not remained static and invariable. Since the 1970s with the advent of the communicative methods and the strong reaction against the structuralist approaches (Littlewood and Swan, 1981), ELT has gone through multiple changes resulting from a combination of factors and variables of different nature: sociological, economic and pedagogical among others. All these changes have brought about in their turn important innovations and adjustments in the areas of teacher training and development, curriculum design and materials production (Breen, M. P, 1989). It should be borne in mind that any decision made regarding the methodology to be used in the classroom or an innovation introduced in the curriculum triggers ongoing alterations in the general context of the language teaching and learning process (White, 1988; Johnson, 1989).

For the field of ELT, this is a time of great momentum, now that English seems to be closer than ever to achieving the status of lingua franca that many had foreseen (Bygate et. al, 2001). Researches undertaken at various levels contribute a

lot in offering to ELT an ever growing state. Presented here is an effort in testing the effectiveness of a task package for enhancing communicative competence of students studying in class VIII.

1.1 Rationale and Genesis of the Problem

Foreign language as a subject area is 'different' from most other subject areas in the curriculum, namely, that it is skill based as well as knowledge based and in this respect it has more in common with music than, say, history and geography. Communicative Language Teaching CLT advocates a learning process that is active, and dynamic, where students are engaged in 'Language use' (Crookes, 1986).

The textbooks of English for secondary schools in Gujarat are framed based on the principles of Communicative Approach which advocates language practice by practicing speaking through the language functions. The need for more practice in enhancing communicative competence is urgently felt in ELT world of Gujarat. This research has its genesis in feeling the need for developing a task package that makes the implementation of communicative approach easier and practical in the classrooms. It is an effort in preparing task package to teach selected functions at class VIII level and assessing its effectiveness.

This study does not only intend to make the learners of English as a second

language check their communicative competence but will create facilities for them to enhance it. Higher order motivation is also thought to be developed among them. The variety of task package will attract the learners for more interesting learning of English language.

The teaching fraternity of English at school level will also reap its benefits as useful insights will be gained through this research in teaching methodology and creating language learning materials.

1.2 Need of the Study

The need of the present study is presented here:

- The teaching of English in Gujarat is still being done using structural approach although the textbook is based on communicative approach. A Study of this kind would switch the practice to communicative approach of teaching English.
- We have, as far as teaching of english in gujarat is concerened, only traditional methods of teaching but not any empirically researched out strategies which should from a scientific basis for the practice of teaching language functions at school level.
- To improve teaching of English language there is a need to increase research activity in this area.
- Available materials/guidelines address the problem of teaching of English with a global view and the regional local problems faced by individual teachers largely remain unsolved. This situation calls for research studies to be taken up by individual teachers.
- The new millennium requires autonomous learners in an era of

knowledge explosion. Teaching has become a redundant activity. 'Learning' is the catchword of our times. Therefore we need learner-centred strategies, activities and tasks at all levels.

1.3 Statement of the Problem and Definition of the Terms

The statement of the problem is:

Preparation And Try Out of A Task Package to Teach Selected Communicative Functions At Class VIII

The definitions of important terms are given here:

Communicative functions: The phrase 'Communicative English' refers to that English which helps us to communicate effectively with people using language functions. Language functions are the purposes for which we use specific expressions /utterances / phrases when we speak or write. Some examples of language functions are: Asking someone for his/her likes and dislikes, expressing our thanks to one who has helped us, etc.

Task Package :Any structural language learning endeavour has a particular objective, appropriate content, a specified working procedure and a range of outcomes for those who undertake the task. 'Task' therefore refers to a range of work- plans which have the overall purpose facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group work, problem solving or stimulation and decision making. In the present study, a task is a work plan

devised to induce learners' participation in the process of teaching language functions. These tasks include classroom activities and hence, become learner centric.

1.4 Objectives of the Study

The study is undertaken focusing on the following objectives :

- To define the characteristics and process of communicative teaching of functions
- To select communicative functions of English for class VIII
- To determine the nature and format of participatory tasks for teaching functions
- To validate the tasks on the basis of experts' opinions
- To study the academic and psychological responses of the learners towards the task package
- To study the effect of the tried out programme on students' communicative competence
- To study the effectiveness of the programme in relation to students' achievement ,area and learning style
- To derive guidelines for teaching communicative functions to Class VIII students
- To make recommendations to improve the teaching of English at Class VIII level.
- Task Objectives
- To prepare a test for measuring the communicative competence of students of class VIII
- To prepare task package for teaching selected communicative functions.
- To analyze the students' scores on the

test, using statistical methods.

1.5 Assumptions for the Study

- The students' communicative competence will gradually increase while learning through collaborative and participatory tasks.
- The students learning through participatory tasks will lead to a higher level of motivation and interest in the learning.

1.6 Research Questions

- What do we mean by 'teaching of communicative functions' ?
- What are the effective strategies for teaching communicative functions?
- What competencies and skills can be subsumed under communicative competency?
- What constitutes a task package ?
- How effective can tasks be in teaching functions to secondary students ?
- What can be the effect of learning tasks on students' achievement scores ?
- To what extent would students' motivation and interest be influenced through participatory and collaborative tasks ?
- Can a strategic model be derived for teaching communicative functions to students?

1.7 Hypotheses

The following hypotheses were tested in this research:

1. The students will have significantly higher mean scores on post-test in comparison to the pre-test.
2. There will be no significant

difference between the mean scores on post-test of the students and the mean achievement score in Std. VII of the group.

3. There will be no significant difference in the mean scores of post-test of the students with reference to their type of achievement at class VII level.

4. There will be no significant difference in scores on post-test of with reference to the area of the students .

5. There will be no significant difference in the mean scores of post-test of the students with reference to their learning style.

1.8 Scope of the Study

The study is delimited to the students studying in class VIII of Gujarati medium school. A group of 50 students were exposed to the treatment. Selected Language functions were focused on to prepare the task package.. The data included the scores of 50 students on various tests and the descriptive responses of those students.

1.9 Research Methodology

The study follows ‘One Group Pre-Test - Post-test Experimental Design.’

The methodology under this design is as follows.

The students of class VIII were selected as the sample from the population.. Then after, their personal details were sought. This study included the variables as shown in the table .

Variables of the Study

No.	Variables	Nature of Variable	Levels
1	Communicative competence	Dependent	--
2	Previous Achievement	Independent	High Low
3	Area of Residence	Independent	Rural Urban
4	Learning Style of the students	Independent	Auditory Visual Kinesthetic

Their communicative competence was measured through oral and written tests. . The next step was the execution of the task package for teaching communicative functions..

The task package comprised of

- Tasks based on CLT techniques
- Tasks with open-ended responses
- Games [guessing]
- Participatory story building
- Co-operative poem-writing
- Dialogue completion
- Transforming a story into a Drama
- Audio-video materials : Watching selected clippings from films, stories, interviews followed by collecting responses.

The details of the constructed tool is given below.

1) Communicative Competence Test

This research aimed at finding out the effectiveness of the programme intended

for the enhancement in communicative competence in selected language functions. The pre-test and post-test were prepared to find out the effectiveness.

2) Inventory of learning styles

A readymade Inventory of Learning Style was used to determine the learning style of the learners.

The task package and communicative competence tests were sent to experts in this field working in different colleges of different universities. They were requested to go through all the tasks prepared by researcher. The tasks were based on selected language functions..

The experts were asked to opine about the following aspects of participatory learning tasks.

- (1) Clarity of instruction
- (2) Interest level
- (3) Appropriateness to the learner's level
- (4) Learning output
- (5) Possibility of participatory learning
- (6) Contribution to enhancement of communicative competence
- (7) Feasibility in classroom teaching.
- (8) Variety
- (9) Contributing to learning of English

After receiving their comments and suggestions other tasks were formulated and used for the experimentation.

After the programme was over, the responses were collected on the same test (T2). Using various statistical devices, the hypotheses were tested and conclusions were derived.

Qualitative interpretation of the responses gained during the course of the programme was also carried out.

1.10 Data Collection and Interpretation

Quantitative data were collected on the programme from the experimental group. The total number of students in the experimental group were 50. The pre-test was given to the experimental group. They read through each of the test items and within the time-duration of fifty minutes, completed the work. The researcher remained with the students during the test. After completing the experimental programme, a similar version of the post-test was created and offered to the experimental group.

The obtained scores were analysed statistically using SPSS software.

The qualitative data sought through feedback by the expert and participants were also analysed using qualitative data analysis methods.

1.11 Quantitative Analysis and Interpretation of Data on the Programme

An elaborate orientation programme on teaching of language functions through participatory learning tasks was prepared by the researcher. The experimental group of 50 students was exposed to this programme. To find out & measure the effect of this program a tool was developed. It was administered to the experimental

group. The responses were recorded as scores. The comparison of these scores were worked out in relation to selected variables. The analysis was done using t test of significance and anova (F test), and the hypotheses were tested on the acquired t values/ f values.

1.11.1 Study Of Comparison Between Pre-test And Post-test of the Experimental Groups

To find out the effect of the participatory tasks, the researcher conducted a pre-

test and a post-test on controlled and experimental groups. Total 50 students took the tests. The t value was calculated to determine whether the scores differ significantly. Table-1.1 tests the directional hypotheses No.1:

H₁ : The students will have significantly higher mean scores on Post-test in comparison to the pre-test.

Table -1.1

Comparison of Scores on pre test and post test

Comparison	N	Mean	SD	Correlation	SEM	t	Significance
Pre test	50	11.64	5.638	.713	.56344	-11.749	0.00
Post test	50	8.2600	3.50981				

df = 49

The groups took pre-test and post-test on communicative competence. The mean score of the pre-test was 11.64 and its standard deviation is 5.63 whereas the mean score on the post-test was 8.26 and its standard deviation was 23.50. The t value was -11.74 at df 49, which was very much higher than the significance value. It suggests that the t value was significant at 0.01 level.

Hence, the directional hypothesis H₁ : The students will have significantly higher mean scores on Post-Test in comparison to the pre-test.- was accepted . The mean score on the post-test was higher than that of the pre-test. It means that the group had achieved significantly higher on the post-test than the pre-test which showed the positive effect of the programme.

1.11.2 Study of the Comparison Between Post-test and Achievement Score of Previous Year of the Group

To find out the effect of the participatory tasks the researcher conducted pre-test and post-test on the group. Moreover, the scores achieved by the group in their previous year's examination of class VII were also collected. In total 50 students took the achievement test before treatment. The t value was calculated to determine whether the scores differ significantly. Table-1.2 tests the null hypothesis

H₂ : There will be no significant difference between the mean scores on post-test of the students and the mean achievement score in Std. VII of the group.

Table - 1.2**Comparison of Post- Test and Achievement Score of Class VII of the Group**

Comparison	N	Mean	SD	Corre-lation	SEM	t	Level of Sig-nificance
Post test	50	18.2600	3.50981	.111	.7335911	7.52	.000
Achievemnt at class VII	50	12.7400	4.22727				

Df=49

The study of table 2.2 suggests that there were 50 students in the group. The groups took post-test on communicative competence. Before the treatment they were also given achievement test at class VII level. The mean score of the post-test was 18.26 and its standard deviation was 3.50, where as, the mean score of the achievement score was 12.74 and its standard deviation was 4.22. The t value was 7.52 at df-. 49. The significance value was below 0.005. It suggests that this t value was significant at 0.05 level. Hence, the null hypothesis H₂ : There will be no significant difference between the mean scores on post-test of the students and the mean achievement score in Std. VII of the group- is rejected.

It means that the group achieved significantly higher in the pos-test

,which shows the positive effect of the programme.

1.11.3 Study of Comparison of High Achiever Students and Low Achiever Students in the Groups onP-test Score

To find out the effect of the participatory tasks the researcher conducted post-test on the group. In total 50 students took the test after the treatment. The t value was calculated to determine whether the scores differ significantly with reference to the high achievers and low achievers. Table 1.3 tests the null hypothesis.

H₃ : There will be no significant difference in scores on post-test of the group with reference to the high and low achievement in the achievement test taken at class VII.

Table - 1.3**Comparison of High achievers and low achievers students on post test**

Comparison	N	Mean	SD	Corre-lation	SEM	t	Level of Sig-nificance
High	28	18.22	3.83	.111	.72489	1.116	.270
low	22	17.63	3.01				

The study of table1.3 suggests that there were 28 high achiever students in post-test. Whereas there were 22 high achievers students in post-test on communicative competence. The mean score of the high achievers was 18.75 and its standard deviation is 3.83. Whereas the mean

score of the low achievers on post-test was 17.63 and its standard deviation was 3.01 at df 48, the t value was-1.14. The significance value was .256 which is much higher than 0.05. It suggests that the null hypothesis- There will be no significant difference in scores on post-test of the

group with reference to the high and low achiever in the achievement test taken at class VII- is not rejected here at 0.05 level.

Hence, there was no difference between the scores of low achievers and high achievers on the post-test. It means the programme proved similarly effective to both the types of achievers.

1.11.4. Study of Comparison of Scores with Reference to Area of the Students

To find out the effect of the participatory tasks the researcher conducted post-test on

experimental group. In total 50 students took the test before and after the treatment. The t value was calculated to determine whether the scores differ significantly with reference to the area of residence of the students.. Table-1.4 tests Hypothesis:

H4 : There will be no significant difference in scores on post-test of the students with reference to their area of residence.

Table -1.4

Comparison Of Scores On Post Test With Reference To Area

Comparison	N	Mean	SD	Correlation	SEM	t	Level of Significance
Rural	30	19.03	3.50	.111	.72873	1.963	.055
Urban	20	17.10	3.25				

The study of table 1.4 suggests that there were 30 students belonging to rural area and 20 students belonging to urban area.. Both the groups took post-test on communicative competence. The mean score of rural students on post-test was 19.03 and its standard deviation was 3.50. Whereas the mean score of the urban students on post-test was 17.10 and its standard deviation was 3.25 at df 48. The significance value was .055 which was much higher than 0.05. It suggests that the null hypothesis- There will be no significant difference in scores on post-test of the group with reference to area - is accepted here at 0.05 level.

Hence, there is no significant difference in scores on post-test of the students with reference to their area of residence. It

means the programme proved similarly effective to both the types of students.

1.11.5. Study of Comparison of Scores with Reference to Learning Styles of the Students

To find out the effect of the participatory tasks the researcher conducted post-test on experimental group. In total 50 students took the test before and after the treatment. The t value was calculated to determine whether the scores differ significantly with reference to the learning style of the students.. Table-1.5 tests Hypothesis :

H4 :There will be no significant difference in the mean scores of post-test of the students with reference to their learning style.

Table -1.5**Comparison Of Scores On Post Test With Reference To Learning Style**

	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
auditory	11	18.0909	3.38982	1.02207	12.00	23.00
visual	17	18.1765	3.04621	.73882	14.00	24.00
Kinesthetic	22	18.4091	4.01970	.85700	13.00	24.00
Total	50	18.2600	3.50981	.49636	12.00	24.00

ANOVA post_test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.922	2	.461	.036	.965
Within Groups	602.698	47	12.823		
Total	603.620	49			

The study of table 1.5 suggests that there were 11 students having auditory learning style , 17 students having visual learning style, and 22 students having kinesthetic learning style. All the 50 students took post-test on communicative competence. The mean score of students having auditory learning style on post-test was 18.09 and its standard deviation was 3.38. Whereas the mean score of students having visual learning style on post-test was 18.17 and its standard deviation was 3.04 and the mean score of students having kinesthetic learning style on post-test was 18.40 and its standard deviation was 4.01. The significance value was 0.96 which is much higher than 0.05. It suggests that the null hypothesis- There will be no significant difference in scores on post-test of the group with reference to learning style - is accepted here at 0.05 level.

Hence, there is no significant difference in scores on post-test of the students with reference to their learning style. It means the programme proved similarly effective to all the types of students.

1.12 Major findings

This research was an experience into teaching English with a specific pedagogic perspective. The researcher's engagement in the process brought about some findings, observations and conclusions about the teaching of English language functions.

1. The experimental programme demonstrated significant effectiveness in generating, nurturing and shaping students' communicative competence while learning language functions.

2. The learning pattern: 'through participatory tasks', aligned students' discrete views and thoughts on particular aspects and synthesised them into a perfect concept, hence their communicative competence was strengthened.

3. This programme generated a great deal of interest, novelty, thrill in learning English language functions which otherwise was hardly seen.

4. This programme was capable of enhancing communicative competence through participatory learning tasks.

5. The programme did affected equally to the rural students and students of urban area.

6. The programme had equal effect on the low gainers and high gainers keeping in mind their scores at class VII.

7. The programme had equal effect on the students having auditory, visual and kinesthetic learning style.

8. Students preferred this method of learning very much. They felt that through this method their inner abilities to communicate in English got more exposure.

9. Students felt that learning in this way positively effected their interpersonal relationship.

10. Prior to such programme, students believed that grammar is important and they should know the rules of the grammar to learn English. But later, after the treatment, they felt that they can very clearly use English, that is what is the real meaning of learning English. Students felt that text book should consist such participatory learning tasks in it.

1.13 Implication for Teaching Language Functions

Lecturing and memorizing rules of grammar are not efficient enough to make the students develop their communicative competence. This notion has failed to generate interest and affection for English in students. Hence there was an urgent need felt to invent new techniques that should enable students to develop communication skills in English. Participatory learning programme can provide a remedy for many of learning ailments of students studying English at the school level.

First, a teacher should know that teaching of English does not mean developing students' ability to know the

'grammar or content of the lesson given in the textbooks.

Secondly, a design should be worked out to classify the aspects and elements of language functions keeping in mind the communicative aspects of it.

After classification, tasks can be prepared keeping in mind each aspect i.e. input giving tasks, practice tasks, communicative tasks etc.

While preparing the tasks on these aspects, certain things must be focused on:

- The tasks should have variety and should be real life like.
- Students' present knowledge of English must be taken into consideration.
- The context of such tasks should be paid attention to while preparing the tasks.
- Before giving treatment to the students, they must be oriented and prepared for new learning-techniques.
- While preparing tasks, group- tasks and pair-tasks should be included because they provide, and motivate students for demonstrating team spirit.
- Remember, adaptation of a new strategy is always painful, so all these should be done with great patience, care and should be executed sincerely.

1.14 Recommendations

It is a responsibility of the researcher to prepare and present certain recommendations for the personnels in this field, on the basis of whole experiment.

The recommendations presented here intend to enhance the quality of students' participation, teachers' preparation, competence and performance. Recommendations also target betterment in quality of textbook writing, teaching

learning, taking examination and doing evaluation.

Recommendations for Teachers:

1. The teacher should know that learning English means developing communicative competence. This competence cannot be developed by memorizing grammatical rules and mechanical practice of sentence transformation. The participatory learning tasks can be very effective for this purpose.

2. Communicative activities given in pairs and groups should be led through meaningful tasks of input giving by the teacher.

3. Teachers should not lecture on explaining grammar rules. Neither should he try to spoon-feed the students while making them produce language. Proper facilitation is the key to teaching of language functions.

4. During teaching, students should be allowed to explain their views and ideas. Because interaction helps a lot in creating learner-friendly atmosphere.

5. Interactive and participatory tasks should be prepared and executed in order to generate the targeted 'understanding' and practice of a particular function'.

6. Students' views are very important, sometimes more valid in certain context. Hence, they must be motivated, complemented and inspired for discussion. It helps teacher to know what they 'know' and 'don't know.'

Recommendation for the Textbook Writers:

1. A text book of English is not just a bunch of lessons based on various themes. An efficient textbook should incorporate the clues, hints and some conceptual

information regarding the understanding and tasks for the practice of language functions.

2. A text book should be written keeping in mind its stakeholders. The book should provide space and scope to students for self learning.

3. Text book should be compiled with a view to arrive at 'language production'. Information gap activities instigating variety in responses should be a major part of the text books.

4. A text book should have bifocal content as well as tasks.

5. A text book writer should know that without a helpline, guidelines and instructional material, it is always very difficult for students to work by themselves.

6. A glossary of difficult words should be given after the text.

Recommendations for Evaluation and Examination:

Examinations & evaluations are the incentive for the students. It is the one and only scale to measure the development of the students.

It has been observed that stereotyped questions are asked where the content is always on the focus. Situation is sometimes even worse when students are evaluated with such a view. The examination authorities should pay attention on deciding the pattern of blueprint.

For bringing about reforms in the examination pattern following recommendations can be made:

1. Oral testing can be done wherein communicative activities can be given. The communicative competence can thus be measured.

2. To discuss the frame of the examination, an orientation programme should be organized where teachers are acquainted with new patterns of questions.

3. Test items should focus language in use.

1.15 Conclusion

Strength of this study was mainly in its programmatic nature. This research was undertaken to enhance one language competence viz. Communication in English. Preparation of tasks for boosting up learning and their actual implementation in the class through an experimental design had a purpose to create an effect in the communicabilities of students.

This study derives its significance, in the first place, from its utility for the teachers who deal with language functions for developing communicative competence of students at school level. This research will produce something tangible which can readily be used in the class room situation.

The task package can serve as a sample for the text book writers as well as material- producers. Our text books or selections should not be a mere compilation of stories, poems or articles, but to make

them user-friendly some learning tasks must be appended at the end.

The tests and materials prepared for the programme will also be useful for evaluation purpose. An efficient evaluation tool requires to access students' competences.

The researchers who wish to delve into teaching of English through communicative approach may take a hint from this study and make their studies practice-oriented rather than theory-oriented. A strong pedagogic background can be built up for English classes.

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'To Err is Human'

Mayur Parmar

Introduction:

“When English becomes universal, no one gains advantage by having it. Rather, anyone without it suffers. We are fast moving into a world in which not to have English is to be marginalized and excluded” (Graddol, 2010).

The mushrooming of new English medium schools all over Gujarat supports the fact that the demand of ‘English Knowers’ is at peak. English has been a part of the education system for more than a century now. But still, one of the major complaints of teachers of English at all levels is that their learners make a lot of errors while using English for communication. Learners learning English as a second language make different types of errors. As a teacher educator at H M Patel Institute of English Training and Research, Vallabh Vidyanagar, I have observed that a large number of learners have low proficiency in English in spite of their graduation and post graduation where the medium of instruction is English. It has been observed that their use of English as a language, at times, is so poor that they are not able to fulfill even the basic purposes of communication. Errors are bound to take place as far as learning of a second or a third language is concerned. Errors are considered to be a natural human behaviour. This paper tries to explore various sources of errors of ESL (English as a second language) learners followed by the significance of errors in general.

Sources of Errors

Selinker (in Richards, 1974, p.37), reported five sources of errors.

- Language transfer
- Transfer of training
- Strategies of second language learning
- Strategies of second language communication and
- Overgeneralization of TL (Target Language) linguistic material

Similar to these five stages, Corder (in Allen & Corder, 1974) identified three sources of errors:

- Language transfer
- Overgeneralization of analogy and
- Materials used in teaching

A paper written by Richards and Sampson in 1974 entitled “The Study of Learners’ English” exposed seven sources of errors:

Language Transfer

Language transfer was considered to be one of the major factors that might influence the system of a second language learner. Sentences in the target language may exhibit interference from the mother tongue. Dulay and Burt (1972) and George (1971) found that one-third of the deviant sentences from second language learners could be attributed to language transfer,

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a figure similar to that given by Lance (1970) and Brudhiprabha (1972). Other than this factor called Language Transfer, a number of other factors also seem to play significant role in determining the learner's approximative language system. Until the role of some of these key factors is very clearly understood, however, it is impossible to evaluate the amount of systematic interference due to language transfer alone.

Intralingual Interference

Richards (1974) exposed four types and causes for intralingual errors:

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his/her experience of other structures in the target language.

For example,

- He can dances
- It is occurs
- They are hope

What overgeneralization generally involves is the 'one deviant structure' in place of two 'regular structures'. It may be the result of the learner reducing his/her linguistic burden.

Ignorance of Rule Restrictions:

This is again a type of generalization or transfer, since the learner makes use of a previously acquired rule in a new situation. Some rule restriction may be accounted for in terms of analogy; other instances may result from the rote learning of rules. Analogy seems to be a major factor in the misuse of prepositions. The learner, encountering a particular preposition with one type of verb, attempts by analogy to use the same preposition with similar verbs.

For example,

- "He showed me the book" leads to . . .
"He explained me the book."
- "We talked about it" leads to . . .
"We discussed about it."
- "He said to me" leads to . . .
"He asked to me."
- "Go with him" leads to . . .
"Follow with him."

To sum up, ignorance of rule restrictions means applying rules to contexts to which they do not apply.

Incomplete Application of Rules

Under this category, one can note that the occurrence of structures whose deviancy represents the degree of development of the rules required producing acceptable utterances. A grammatical question form in the second language may never become part of competence in spite of extensive teaching of both the question and the statement forms. Richards (1974) gives some good examples that suggest the use of questions may be unrelated to the skills it is meant to establish.

Teacher's Question	Student's Response
What was she saying?	She saying she would ask him.
Will they soon be ready?	Yes, they soon be ready.
How much does it cost?	It cost one dollar.
Ask her how long it takes?	How long it takes?
What's he doing?	He opening the door.

False Concepts Hypothesized:

Developmental errors, which derive from faculty comprehension of distinctions in the target language, can be put under this category. Such types of errors occur sometimes due to poor gradation of teaching items. The form 'WAS', for example, may be interpreted as a marker of the past tense and 'IS' may be interpreted as the corresponding marker of the present tense. And hence, learners produce sentences like"

"He is speaks Marathi"

or

"One day it was happened."

In the same way, one encounters confusion between too, so and very, between go and come, between teach and learn, between do and make, between bring and take and so on.

It may lead the learners to confusion if complicated structures like 'too' and 'very' are taught through contrastive approach.

For example,

"It is too big and it's dangerous."

"The fire is dangerous. It is very big."

How could a child following such a presentation avoid saying "This is a too big house?"

To conclude, it can be said that false concepts hypothesized by learners are one of the major sources of errors.

Sociolinguistic Situation

Different types of settings for language learning may motivate different processes of language learning. In other words,

different settings for language learning whether 'Compound Bilingualism' or 'Co-ordinate Bilingualism' may affect second language learning. There may be a significant, note-worthy difference if two languages are to be learnt in the same socio-cultural setting or in two different settings. If the languages are learnt in the same setting, the learner may develop a given type of semantic structure. English 'bread' and French 'pain' might be identified with a single concept [compound bilingualism].

On the other hand, if 'bread' were learned in the home setting and 'pain' later in another setting, the two lexemes might be stored separately [co-ordinate bilingualism]. The case might be the same with Gujarati 'dada' (grandfather) and Marathi 'dada' (elder brother).

Just like different settings, different types of motivation (instrumental or integrative) may also affect second language learning. The role of language in relation to the learner's needs and perceptions may affect second language learning. The instrumental type of motivation is described as that motivating a learner to study a language for largely utilitarian purposes, and not as a means for integration with members of another cultural linguistic group. It is said to be appropriate for short-term goals but inappropriate for the laborious task of acquiring a language for which an 'integrative' motivation is necessary.

Modality

The learner's language may vary according to the factor called the modality of exposure to the target language and the modality of production. Production and perception are likely to involve the

acquisition of two partially overlapping systems. Vildomec (1963) observes that interference between the bilingual's languages is generally on the productive rather than receptive side.

A research conducted by Nemser (in Richards, 1974) suggests that two different systems may be internalized in the target language depending upon the modality. He observed that in the productive modality, phonological replacements differed depending on whether the learner was imitating utterances he heard on producing speech spontaneously. George describes learning difficulties derived from audio-lingual introduction to 'is and has', in unstressed positions that may be realized as a single lexical item and to such sentences as *she is a book (she's a book)*.

Her name has Sita (Her name's Sita).

George (1971) is of the opinion that written presentation of the forms may avoid confusion. Spelling pronunciations and confusion of written and spoken styles could be other examples of modality affecting the learner's approximate system.

Age

The fifth factor that may affect the approximative system of the learner of a second language is his/her age. Richards and Sampson (1974) in 'The Study of Learner English' (p.9) observe that some aspects of the child's learning capacities as he/she grows older and these may affect language learning.

The child's memory span increases with age. He acquires "a greater number of abstract concepts" and he uses them to interpret his experience. Brown and Bellugi (1964) relate aspects of children's

language to limitations on the length of utterances imposed by the child's inability to plan ahead more than a few words. The point to be presented is that in some or the others way, adults are better prepared for language learning than children. Adults have "better memories" and "a greater ability to form new concepts." Children however are better imitators of speech sounds whereas the strategies applied by adults in order to learn a language is rather vocabulary oriented than syntactic.

Acquisition of syntax poses a task for the adult which is no longer easy (Ervin – Tripp, 1970). As an adult, the language acquisition device (or processes) by means of which he was able to rapidly induce the rules of his/her mother tongue in childhood is perhaps not rapidly activated. Selinker (1992) suggests that this device is activated in only 5% of adults (those who achieve native speaker competence in the new language). He further adds that most language learners (those who fail to achieve native speaker competence) activate a different though still genetically determined structure.

Swain (1971), by looking at the simultaneous acquisition of Yes/No questions, found that linguistic rules which were common to both languages were first to be acquired by bilingual. Rules which were language specific and/or more complex were acquired later.

Richards and Sampson (1974) observe that research into second language learning and bilingualism has not gone very far towards explaining how the rules for the generation of sentences in two or more languages by the same speaker are related, a question which becomes more crucial when the age factor is added. Chomsky

(1975) observes that mother tongue acquisition is a long process which may last until age 10 or later.

To sum up, children who are going through natural developmental stages in the acquisition of their language could thus be expected to use processes in second language acquisition similar to those they utilize in mother tongue acquisition.

Succession of Approximative systems:

This factor concerns the lack of stability of the learner's Approximative systems. Such systems are usually unstable in given individuals, since there is invariably continuing improvement in learning the target language. The circumstances of language learning vary from a person to another, so does the acquisition of new lexical, phonological and syntactic items.

Universal Hierarchy of Difficulty

This factor is concerned with the inherent difficulty for man of certain phonological, syntactic or semantic items and structures. One cannot ignore this factor even when it has received a little attention in the literature of second language acquisition. Some forms may be inherently difficult to learn no matter what the background of the learner is. The point to be emphasized is if a hierarchy of difficulty is postulated for learners of a given language background, it must include not only interlanguage difficulties but also take into account a possible universal hierarchy of difficulty.

Interlanguage

Selinker (1972) proposes the theory of Interlanguage based on the theory that there is a 'psychological structure latent

in the brain' that is activated when one attempts to learn a second language. He says that in a given situation, the utterances produced by the learner are different from those produced by native speaker. By comparing these two utterances, one can find a separate linguistic system.

To study the psychological processes involved, one should compare the Interlanguage of the learner with a couple of things:

- Utterances in the native language to convey the same message made by the learner
- Utterances in the target language made by the native speaker of that language to convey the same meaning

Selinker (1972) observes five central processes that are responsible for this Interlanguage. They are:

- Language Transfer
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication; and
- Overgeneralization

D'Souza (1996) observes that there is no clear cut distinction between the process three, four and five. So, he thinks the five processes suggested by Selinker (1972) can be reduced to three. He suggests the following three processes.

- Transfer from previous learning experience; errors due to interference
- Simplification and overgen-

eralization of elements of the target language system; errors due to learning strategies; and

- Errors arising from teaching methods and materials employed; 'teaching induced' errors

According to Selinker (1972), "We focus our analytical attention upon the only observable data to which we can relate theoretical predictions: the utterances which are produced when the learner attempts to say sentences to transfer language". This set of utterances which would have been produced by a native speaker of the transfer language had he attempted to express the same meaning as the learner. Since we can observe that those two sets of utterances are not identical, in the making of constructs relevant to a theory of second language learning, one would be completely justified in hypothesizing, perhaps even compelled to hypothesize, the existence of a separate linguistic system based on the observable output which results from a learner's attempted production of a transfer language norm. This linguistic system would be called 'interlanguage' (IL).

When children are exposed to a particular language, they do not learn the grammar of that language straight away. They process the input data and form certain hypotheses. They come up with their own grammar that may be called, for example, G1. If 'G' is the grammar of the language they are learning, they may use and discard a number of grammars like G1 and G2 before they get to 'G'. They constantly test their hypotheses and keep altering it as per their exposure.

And hence their grammar at a particular point of time is systematic and has its own

rules. But it is not constant. It keeps changing depending on the exposure they receive.

For second language learning also, all these processes have to be gone through. And hence, the second language learners are almost in the same position as the first language learners. But the only difference is that they already possess the first language. As the ideas and the concepts as well, are largely structured by one's first language, the learner's first language has naturally a lot of influence over them. They could be said to view the second language through their first language and arrive at a system which is a midway between their first and second language. This intermediary system is given the name 'Interlanguage' by Selinker (1972).

Others have used different terminologies to identify this system. Various factors have been considered as the most important aspects of this system and accordingly the names have been assigned.

Pit Corder (1967) calls it the 'Idiosyncratic Dialect' of the learners. William Nemser (1974, p.55) identifies it as the 'Approximative System'. This term emphasizes the transitional and dynamic nature of the system. Richards (1971) observes it as the 'Transitional Competence'. Dulay and Burt (1982) say that the learners' system reveals their 'Creative Construction Hypothesis'.

Fossilization

The term 'Fossilization' refers to the notion that although the learner is expected to progress along with the learning continuum so that his/her 'interlanguage' moves closer to the TL (Target Language) model, it often happens among adults that

some errors never completely disappear. Selinker (1972) describes such errors as ‘fossilized’. When the second language learner reaches a particular stage where s/he feels that his/her learning is complete, s/he stops processing fresh input data. And hence his/her errors become ‘fossilized’ and remain with them throughout.

The Internal Syllabus

The learner’s internal syllabus arises from the creative construction hypothesis which recognizes that the learner is endowed with an ‘internal syllabus’ for learning a language. If the active strategies applied by the learner for language learning, coupled with generalization and transfer, are permitted to operate, the internal syllabus will determine to a large extent the learning path followed. The internal syllabus may face a conflict with the external syllabus that is often determined by teachers when the L2 is learnt in a classroom setting. So, the learning sequence may not match the teaching sequence as a result of that. Depending on the match, the learners may either be helped or hindered by teaching.

Significance of Learners’ Errors

Everyone is gifted with an inner ability of acquiring a language. The mind is programmed to acquire a language from the birth of an infant. A child acquires his/her mother tongue with efforts but s/he needs much greater efforts to learn a second language. Palmer (1922) observes “We all are endowed by nature with the capacity for assimilating language and that this capacity remained available to us in a latent state after the acquisition of a primary language. The adult was seen as

capable as the child of acquiring a foreign language”.

The strategies of learning a second language and the strategies of acquiring a mother tongue are quite different from each other. But in both the cases, errors are bound to occur. When a child, acquiring his/her mother tongue, produces an utterance that is erroneous, one cannot call it deviant or incorrect. It is considered as the evidence of the development of his communicative competence. Adults repeat the sentences again and again and thus expose the child to the language. In this way, the child learns the correct use of the language.

As Brown and Frazer (1964) point out, “The best evidence that a child possesses construction rule is the occurrence of systematic errors, since when the child speaks correctly, it is quite possible that s/he only repeating that he has heard. Since we don’t know what the total input has been, we cannot rule out this possibility”.

But when it comes to a second language learner, one does have some knowledge because the teacher controls the input. Errors are an integral part of language learning. The errors made by the learners have their own significance. Errors are not the ‘evils to be eradicated’. Errors are not unwelcomed guests. They are inevitable and more importantly significant. The errors of a learner are significant to the teacher, to the researcher and of course and to the learner him/herself.

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Accent Neutralization for Intelligible Spoken English

Philip Sunil Solomon

INTRODUCTION:

Accent creates the right kind of impact. We cannot imagine spoken English without Accent neutralization. We will all agree that the influence of mother tongue will reflect in our English expressions particularly if one is from regional medium background. This is one of the reasons that in courses like Engineering, state governments have introduced phonetics, rhythm and intonation as part of their language learning syllabus. Neutral accent means “an accent the world understands”. The young minds are like wet cement. Appropriate pronunciation the students learn in the early days of their school life dominates the speech pattern of the posterity. Students listen to wrong sounds and tones spoken by their teachers/grownups and pick up faulty pronunciation. It is here this paper is pitched in. The book *Speak well* published by Orient Black Swan and edited by Kandula Nirupa Rani and others is one of the main sources of this paper.

Get yourself familiar with the sounds of English and the International Phonetic Alphabet.

In the International Phonetic Alphabet there are 20 vowel sounds, 12 pure vowels and 8 diphthongs and 24 consonant sounds. Some of these are stressed and some unstressed. Let us bear in mind that in English there is no matching association amid letters and sounds, as in different languages. In the case of consonants the sounds such as “ʃ” for words like ‘she and

crash’, “t” for words ‘church’ and ‘check’, “θ” for words such as ‘think’ and ‘both’, “ð” for words ‘this’ and ‘mother’, “dʒ” for ‘just’ and ‘large’ appears like Greek and Latin in transcription. These consonants are like symbols in mathematics such as “θ” “Teta” and first of all for teachers to remember these sounds particularly in a rural government school is difficult and to in turn teach students is much more difficult. Accent affects intelligibility. One of the humorous contexts taken from a book titled *Better spoken English* written by Shreesh Chaudhary states the following example. One of the north Indian says “Snakes are waiting for you in the hole”. (Written exactly as he pronounces it) What he actually intends to convey is “Snacks are waiting for you in the hall”. Similarly an Australian if questions a visitor in Australia does it in this fashion. “Have you come here to die?” (Exact accent and pronunciation) His original question was “Have you come here today?” Just imagine how ironically accent changes the whole meaning. Accent is greatly influenced by the following spoken elements:

1. Rhythm and stress patterns
2. Intonation for attitude and emotion
3. Pausing and breathing
4. Relationship between spelling and pronunciation
5. Accent familiarization and extended listening practice
6. Family and friend’s factor

Philip Sunil Solomon, Project Associate, ELTI Support Scheme, EFL-University, Hyderabad.

It is very unpleasant when one uses wrong sounds leading to an unpleasant accent. One need not sound like the queen of Great Britain or the president of the USA to be a neutral speaker. There is no need to put on fake accent. We can use our own accent. But that accent should be neutral. Clear pronunciation of the words is important.

RECEIVED PRONUNCIATION:

Received Pronunciation (RP) is defined in the Concise Oxford Dictionary as “the standard accent of English as spoken in the south of England”. The study of RP is concerned exclusively with pronunciation. The kind of pronunciation used by educated speakers particularly in south-east England. It is known as accepted pronunciation or sometimes B.B.C. English. In his book titled *Better English Pronunciation* J.D. O’ Connor writes that the gift of imitation gives us the gift of speech. For neutralizing the accent one must take one of the English sounds at a time, it might be for instance a word like Psychiatrist, and listen for it each time it comes; concentrate on catching it, on picking it out, on hearing what it sound like. Don’t just be satisfied to hear it vaguely, as if it were a sound of your own language; try and pick out the Englishness of it, what makes it different from the nearest sound in your language. And when you think you have got it, then say it in some of the words, that you have heard, and say it aloud. It is no use practicing silently; all of us are much better at pronouncing if we do it silently, inside ourselves. But one can’t talk English inside oneself; it has to come out, so practice aloud, even if it puzzles one’s family or friends. One should constantly be comparing the sounds

in one’s head with the sounds they listen as a model. Record your pronunciation either on the mobile or on a handy cam to rewind and playback. Listen carefully for errors and correct the mispronunciations. All the different accents of English have far more similarities than differences. Major accents that we study as we are aware, is US accent and UK accent.

WORD STRESS:

‘That is Ravi’s sister (not the other one)

That’ is Ravi’s sister. (Confirming)

That is ‘Ravi’s sister. (Not Hari’s)

That is Ravi’s sister. (Not his niece)

Nouns, verbs, adjectives, adverbs, interrogative pronouns and the negative ‘not’ generally receive the stress while pronouns and grammatical words like helping verbs, prepositions, articles and conjunctions are not stressed. The three signals of stress in English are:

- Loudness (or greater breath force)
- Length of the vowel
- Pitch change

Tea, coffee, camera The first word is pronounced in one flow of breath, the second in two and third in three. Tea is monosyllabic, coffee is disyllabic and camera is tri-syllabic. A syllable is a unit of sound consisting of a vowel and or one or more consonant sounds that can be produced in one effort.

INTONATION OR THE TUNE OF THE VOICE:

The pitch at which stressed syllables are uttered in natural speech can be high,

low or it can change from high to low or low to high. Any change in the pitch of stressed syllables in spoken sentences is known as intonation or tone. Intonation indicates the sentence type (eg; statement or question) as well as the attitude of the speaker. The main intonation patterns are the falling tone, the rising tone and falling-rising tone.

Falling tone:

It is marked by the symbol / ˈ / in front of the stressed syllable where the change in pitch begins. It is used for ordinary statements such as:

We're late for 'office.

Falling tone is also used in commands and questions beginning with the words what, why, where, when, which and how.

Eg: Open the 'door.

Rising tone:

Rising tone is marked by the symbol / , / in front of the stressed syllable where the change in pitch begins. For questions which seek Yes/No answer.

Eg: Is the water ,cool?

Used for polite requests:

Could you ex,plain this, please.

Question tags when seeking confirmation:

The man has left, ,hasn't he? (The speaker is not sure he is right.)

Sarcasm: The man is ,powerful. (can do as he pleases)

Falling-rising tone: / v /:

Doubt, Sarcasm, reassurance and apology

Eg: You can v manage. (Doubtful)

When we say thank you, the voice may

go from a higher note to a lower one, or it may go from a lower note to a higher one and these two different tunes show two different attitudes: higher to lower means sincere gratitude; lower to higher means that the matter is purely routine.

CONCLUSION: We have looked at Received Pronunciation, word stress and intonation for intelligible spoken English. Although phonetics spells out several technicalities such as the in depth knowledge of vowels and consonants we need to imitate the ideal accent speakers whose pronunciation is neither too American nor too British, neither too Indian nor too regional language influenced. Practice translates into perfect. Of course! Listen more, imitate more and speak more. Most important, speak loudly.

Enjoying singing: By trying to sing the English songs one likes as many times as possible with the right lyrics rhythm and tune one may probably imitate the correct accent used by the native speakers by enjoying the music.

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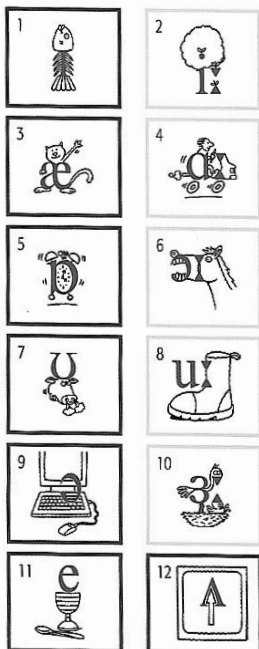
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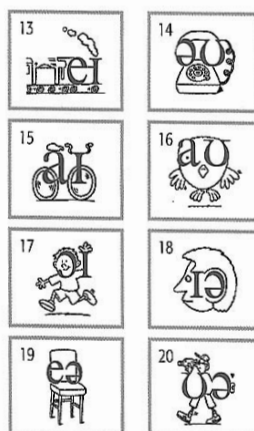
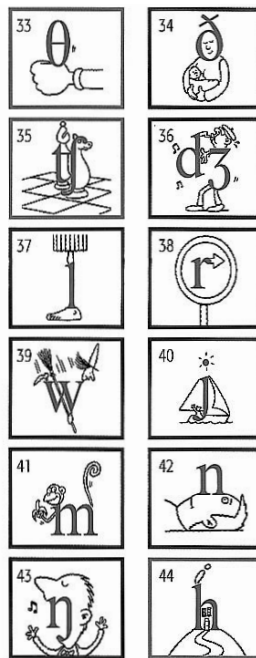
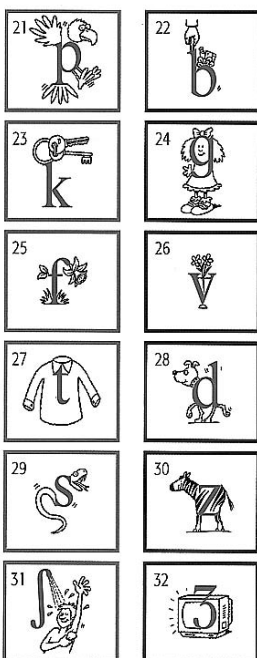
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A SCANNED COPY OF THE VOWEL SOUNDS AND CONSONANT SOUNDS. PUBLISHED BY OXFORD UNIVERSITY PRESS:

Vowel sounds

■ short

■ long

Diphthongs**Consonant sounds**

■ unvoiced

■ voiced

Towards Understanding Language and Violence

Vishal Bhadani

For a person cannot argue for violence without contradicting himself, since by so arguing he wants to be right and already enters the field of speech and of discussion, leaving his weapon at the door.

-Paul Ricoeur

Lead In

All forms of violence engineered by humans to destroy humans are product of either language or inadequate thinking and communicative capacity. Or any act of violence becomes vulnerable through language only! Meaning of a violent event is more painful than the actual act of violence; needless to say that 'meaning' presupposes language. The zeal for dominance and socio-economic competitions has always remained roots for violence channelized through 'language'. On one hand we have direct hate-speeches arousing enormous bloodshed and symbolic and extremely subtle modes of language working as slow poison on the other. Besides, colonial history records prolonged exploitation through linguistic imperialism across the globe. Thus we need to explore many fold forms of language and violence.

What is the relationship between language and violence? Why does one feel bad when abused? What makes any White or *Savarna* or Male discriminate Black, Dalit and Female respectively through words? How come on earth religious/communal violence take place by a few instigative words? Can we interpret 'Pen

is mightier than sword' being violence of language is more brutal than the one caused by a sword? These are some questions I would like to explore in this attempt.

The way language is:

The process of socialization in human history accounts for the parallel history of language formation and usage. In some way, both the processes generated rooms and channels of violence. Western thinkers are more or less of the view that language is a 'tool' for communication or a mode of 'representation' or 'construction'. For instance, Aristotle is of the view, "language is representation of the experience of the mind"¹. By conceiving so, they presume thought preceding language whereas Indian seers have holistic notion of how world is impossible without language.² As Acharya Dandi, an 8th Century Sanskrit literary theorist, says:

इदमन्धतमः कृत्स्नं जायते

भुवनत्रयम् ।

यदी शब्दा शब्दाह्वयं

ज्योतिरासंसारान् दीप्यते ॥³

[The world would have been under darkness if the light of words (language) would have not (en)lightened it]

We have reasons to believe that language absolutizes reality of the world in the same manner as it destructs it.

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For, there is no alternative way one can understand the world except language; in other words there is no world except the one constructed by language. For Bhartrihari, linguist in Indian tradition rightly espouses:

अर्थप्रवृत्तित्वना शब्दा एव निबन्धानाम् ।

[Words are the sole guide to the truths about the behaviour of objects]⁴

Significantly, we as objects are solely guided by words, through linguistic channels in whatever pursuits we undertake. We behave through language or rather language gets represented through us. Language tends to be process and activities e.g. violence is the product. In this sense that language is an entity we construct reality and every culture tries to control and exploit its people through various sophisticated ways-we call language. If this thesis is to be believed, we need to seriously re-visit language and violence in order to understand how various forms of violence are carried out.

The way violence is:

Violence is undesirable but inevitable form of human expression. From the time immemorial humans have always been extremely violent creatures and in the process of socialization and modernization they systematised tools and manner violence. According to a WHO report, worldwide 1.6 million people lose their lives to violence each year.⁵ History of the world has documented various forms of bloody violence; rapes, murders, battles, riots, pogrom, homicide, genocide, wars, world-wars etc. along the line with indirect violence such as exploitation, humiliation,

oppression, outcasting, abusing, slavery to name a few. 20th century world has witnessed some of the unprecedented incidents of violence; territorial, racial, religious and communal to be very specific. Attempts to define violence meet with arguments and counter arguments, paradoxes and dilemmas which are not easy to address by a reductionist way.

In such a context it becomes perennial to ask basic questions of violence; what is violence, what are the types and causes of violence, what are the consequence of violence etc. Here we have a set of definitions discussing violence from various perspectives. For example,

- “Whenever people are denied access to resources, physical and psychological violence exists.”- Zizek (2008)
- “Violence is means of achieving status and respect for those who lack other forms of social power, such as money and education.”Topalli (2006)
- “Instrumental violence is oriented to a specific goal, such as obtaining money by threats or keeping competing dealers off one’s territory, and will be used up to the point where the goal has been attained and expressive violence is performed for intrinsic gratification and might express an underlying emotion such as hate, or gratifies a desire for a ‘high’ from violence. According to the instrumental/ expressive distinction, the latter is limited to the attainment of specific goals and is therefore likely to be more severe. -Wieviorka (2009).

- “Violence is what happens when integrative institutions and values break down...Violence does not arise in a vacuum; rather it generally occurs in a repeated and patterned way, often within entrenched social realtions.”⁶
- “Anytime we impose our will on another, it is an act of violence”⁷-Gandhiji

When we take a close look at these definitions, we find them pointing at basic issues of violence like ‘types’, ‘intention’, ‘causes’, ‘results’, etc. which are very essential to scrutinize violence. In fact many would not agree with such taxonomic description of violence because it is believed that no violence takes place in apolitical context. As the first definition suggests deprivation of resources can cause violence which is supplementary to the second which espouses craving for monetary and economic status becomes potential reasons that ignite violence. More specifically, the third concept differentiates between instrumental and expressive violence which are reasoned on the basis of attainment of specific goals (economic or otherwise) and can be led by underlying emotions such as hate or jealousy.

There is a theoretical shift in next two concepts which are heavily based on integral values of individual on one hand and social institutions on the other. When the fourth definition talks about social contexts of violence, Gandhi in the fifth definition explains dichotomy of violence: arousal of violence depends on imposition of one’s will on others and its reciprocation.

Violence can be categorized in various ways, for example, keeping in mind growth

of violence from one to many, there can be three basic types of violence:

- **Self directed Violence:**

Self directed violence is considered as ‘suicidal behaviour’ or ‘self-abuse’ in other words. Here the intention of violence is to hurt/kill one’s own self. Present day world is witnessing highest number of self-directed violence due to a range of causes especially in the developed countries.

- **Inter-personal Violence:**

Interpersonal violence occurs between two individuals irrespective of class, caste, gender, religion, age etc. The examples of such violence are child abuse, rape, domestic violence, homicides, ragging, violence in schools, prisons, work places etc. Studies show a strong, inverse relationship between homicide rates and both economic development and economic equality. Poorer countries, especially those with large gaps between the rich and the poor, tend to have higher rates of homicide than wealthier countries.

Forms of violence such as child maltreatment and intimate partner violence are highly prevalent. Approximately 20% of women and 5–10% of men report being sexually abused as children, while 25–50% of all children report being physically abused. A WHO multi-country study found that between 15–71% of women reported experiencing physical and/or sexual violence by an intimate partner at some point in their lives.⁸

- **Collective Violence:**

Collective violence, as the name suggests occurs within groups of people in primarily social, political and economic spheres of life. The boundaries of these

spheres are always inter-merging and so is the nature of collective violence that takes place here. Collective violence tends to be massive in scale, leading to mass murders, organized/planned/targeted riots, revengeful, engineered by (rich) people in power to fulfil some economic or/and political agenda etc. Examples of collective violence are communal riots, wars, caste conflicts, racial violence, terrorist attacks, etc.

Collective acts largely take place through various violent acts such as physical, sexual, psychological and involving deprivation or neglect. It is difficult to trace cause of violence for multiple reasons; complexity of manner violence operates itself in, one can never find universal examples or justifications, one is likely to be humanly biased, one can be easily carried away by one or the other theory/perspectives of violence.

Moreover, we need to take into account a few theoretical explanations of violence too. Hannah Arendt in her well celebrated discourse *On Violence* states that “violence is nothing more than the most flagrant manifestation of power”⁹. From here starts the typology of violence that revolves around the concept of ‘power’ and every thinker on violence has tried to add to this concept. Newton Garver, putting it philosophically, categorized violence into two: overt and covert forms along with as well as personal and institutional forms. Violence executed through language can fall under Garver’s covert institutional violence that presumes language as an institutional sphere. Here the harm is more at psychological realm than physical. Interestingly, John Galtung has provided tripartite structure of violence:

direct, symbolic, and cultural violence. He defines, “direct violence is an *event*; structural violence is a *process* with ups and downs; cultural violence is an *invariant*, a ‘permanence’... remaining essentially the same for long periods, given the slow transformations of basic culture.”¹⁰ In our discussion of violence caused by language is proportionally found in all three categories. For example, abusing somebody can be ‘direct’ violence because it offends psychologically and might lead to physical violence. It is also ‘structural’ violence because abuses are parts and parcels of the *way* we carry ourselves during extreme conditions. Thirdly, language of hatred pre-exists in, to borrow from Saussure, *la langue* before it gets its outlet in *parole* and that is how it is cultural violence either.

The concept of violence is relative and context bound hence an act can be pathetically violent in one culture and the same can be matter of great joy in the other. For example, killing an animal. Beating women can be punishable act of violence but there are countries/cultures wherein women meet with beating by men daily, without complain, as they have accepted it to be the part of their culture. Let’s take some more examples of such kind wherein the incident is apparently not violent but slight change in perspective can make it violent one. Sita’s *Agniparixa*, test by fire, is violence, Eklavya’s thumb taken by Dronacharya is also violence. Bombarding on Hiroshima caused unprecedented violence but what about India’s testing of nuclear-bomb in *Pokhran* which has generated Hiroshima like fear in the hearts of people of neighbouring countries? It might not have caused any physical violence but isn’t it violence of

different kind? In fact what we know as non-violence is also a kind of violence, for example if X person observes hunger strike in order to get what he wants from the person Y by saying, 'give me what I want or I will die of hunger-strike and let the world know that you are responsible for it', won't it create pressure on Y? Isn't that violence? So here we need to study violence not only at physical but moral and ethical level. Under the pretext of customs and traditions, an immeasurable violence is going on in the world today for example female infanticide, honour killing, child-marriage, dowry, forced arranged-marriages outcasting, sacrifice to name a few.

Language and Violence:

What is more violent a physical attack or an individual's hate speech? A murder committed by a criminal or death sentence rendered to him by the court of justice? The former might be cruel in nature; the latter though is socially justified, but violence all right. We need to measure violence carried out at various levels: physical, psychological, moral, ethical etc. Violence caused by words account for intentional violence which is operated at symbolic level on one side and physical level on the other. Hate-speeches are traumatizing entire world for thousands of years. Words have immediate psychological impact on people's cultural collective psyche. After getting instigated through words, people are likely to materialize it into physical violence. Language used in various terrorist organizations can stand for this argument, as they functionalize language in order to brain-wash.

The very moment when meaning is

injected and interpreted in any form of language use, the intensity of supposed violence is decided. That is why we should be concerned more about internal intentional meanings, one which is desired by the speaker/author and the one interpreted by the reader/listener, and hardly about the structural intelligence of the language. In a very reductionist way, one would say we have sexist violence, race and class/caste violence but that only describes existence of biological essentialism and cultural determinism; the common thread is but language. Besides, such labels show merely the products and do not render any route to the real process of violence; labeling in itself can be considered as violence. For example, names of IPL cricket teams are sufficient examples of violence: "Knight-Riders", "Warriors", "Challengers", "Super Kings" to name a few. (Needless to comment upon the way they are advertised with violent special effects and concepts on television).

What is opposite of language? May be silence. Poets and philosophers would argue for considering 'silence' a language because there cannot be human silence which is devoid of thinking i.e. language use. However, violence operated through silence can also be considered as linguistic violence. It is but obvious that hate speech is an example of active use of language for violence whereas maintaining silence or not allowing somebody to speak when 'wrong' (of any kind) is exercised, is also a passive form of linguistic violence. For such silences may cause disturbance, chaos, destruction at cultural and psychological level. For instance, when writers are not allowed to write against the wrongs of the system, when artists are not permitted

to paint the taboos etc. For example, Rushdie, Taslima Nasrin, M.F. Husain has met with terrible problems because they expressed what they felt right and creative but they fell prey to hands of silencing bodies. Such silence proves what Northrop Fry once said, “the surest way to destroy freedom is to destroy the capacity to articulate freely.”

Violence of silence prolongs until there is birth of active language violence; rather they are parallel processes. In the institutionalization of violence, ‘silence’ has, paradoxically, very active role. It is when the hitherto not allowed articulates, fixed power-structures get disturbed and offended. Popular example is “*can the subaltern speak?*” which enters into dialogue to ask: *who is speaking? Who made him/her/them silent and why? How do they speak?* etc. History has witnessed silencing processes as acts of oppression and violence at various levels, race, class, caste, gender and so on. Importantly, studying the language of unsaid is to explore all forms of violence in history.

The force of violence differs in both the forms of language; spoken and written. In his seminal work *Orality and Literacy: The Technologizing of the Word*¹¹ Walter Ong studies how this transmission from ‘orality’ to ‘literacy’ (writing) subtly increases violence. Orality has by and large democratic way of projection whereas literacy is elitist mode of producing class consciousness and discrimination. Writing tries to put closure to what used to be ‘open’ in orality and such sense of finality causes alienation-violence; Ong calls it “Technologizing of the word”. Hence we should ask alternative questions, “who can write?”, “how does

one write?”, “why does one write?” etc. Such theory anticipates more violence in the world due to greater than ever number of literate people and this time violence would be more systematic, non-physical and massive. Modern technology would function as an aid to control minds of the masses through (digital) verbal means.

Here comes another interesting realm of language use that makes violence cumulative in nature i.e. language describing/reporting violence. For example, there was a terrorist attack on World Trade Center and then there was huge discourse across the world on the attack. When we analyze language usage describing violent event, we find extremely stimulating words that would arouse our emotional and moral response. Look at these words from newspaper headlines; ‘exploded’, ‘sliced’, ‘blood-thirsty’, ‘death-series’, ‘stabbed’, ‘knifed’, ‘punched’ or ‘rambled’ describing one or the other violent events. On the similar stance, Thomas Huxley comments on the way we talk about the war. As he observes “Since we realize that straightforward talk about war is often quite unpleasant, he says we create a verbal alternative to that reality.”¹² That is how language when glorifies the violence under the pretext of representing reality, becomes an active agent to extend the violence. Therefore it is not advisable to talk about war or violence in order to get out of the trauma of violence. Immediately following the atomic bombing of Hiroshima, Camus advised that this event should be “the subject of much reflection and a good deal of silence”.¹³

Close study of language used by extremists’ campaigns would reveal that language has been manipulated for political

agenda causing all forms/kinds of violence that we have discussed so far. We have got two examples; in his frequently cited essay “*Politics and The English Language*”, George Orwell minutely observes:

Political language has to consist largely of euphemism, question-begging and sheer cloudy vagueness. Defenceless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine-gunned, the huts set on fire with incendiary bullets: this is called ***pacification***. Millions of peasants are robbed of their farms and sent trudging along the road with no more than they can carry: this is called ***transfer of population or rectification of frontiers***. People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called ***elimination of unreliable elements***. Such phraseology is needed if one wants to name things without calling up mental pictures of them.¹⁴

Hence it is representation of violent event violently; however, it is difficult for common folks to unfold such political mystery of language. Reflection of such language use can be directly found in Orwell’s *Animal Farm* when the rules written on the wall of the animal farm are polarized by educated pigs. Another instance can be that of language helped tyranny to nurture in Nazi regime; Paul Ricoeur comment:

Tyranny makes its way by seduction, persuasion, and flattery; the tyrant prefers the services of the sophist to those of the executioner. Even today, especially today, Hitler rules through

Goebbels. The sophist Goebbels is necessary to create the words and phrases that mobilize hate, that consolidate the society of crime, and that issue the summons to sacrifice and to death. Yes the sophist is necessary to give violence one need hardly say that it mobilizes speech at the moment of the new awareness.¹⁵

Specifically, India has seen linguistic riots; here it is violence generated for language and all the nuances associated with that language. For long, many nationalists and Gandhians opposed to use English as it is language of the oppressor and they have point because English continues to be tool for linguistic imperialism i.e. language used to oppress people which is an act of violence. Still, time and again we listen to debates on medium of language in education; whether it should be mother tongue or English. In fact, considering the impact of English on the usage-status of regional languages, some scholars have started talking about endangered languages. What do we call it, is it violence of one language on others?

How can words result into unbearable pain that cause physical violence? So far we have examined examples from politics and philosophy in order to show violent use of language or violence caused by language. Literature is the third such domain wherein language is the most vulnerable entity to represent violence. Discrimination becomes more visible when words connoting to discrimination are used as *adjectives*.

In different parlance, we need to explore language used by both parties in an act of violence; victimizer and victimized. Between the victimizer and the victim,

language of the former is not going have words that would lessen their violent acts and language of the latter is bound to have words that would glorify the violent acts which is likely to arouse sympathy. For example, Bakha in Mulk Raj Anand's *Untouchable* describes his victimized state of mind:

We are sweepers. Because we touch dung. They hate dung, I hate it too. That's why I came here. I was tired of working on the latrine every day. That's why they don't touch us, the high-castes. The tonga-wallah was kind. He made me weep telling me, in that way, to take my things and walk along. But he is a Muhmmadan. They don't mind touching us, the Muhmmadans and the Sahibs. It is only the Hindus, and the outcastes who are not sweepers. For them I am a sweeper, sweeper-untouchable! Untouchable! Untouchable! That's the word! Untouchable! I am an untouchable!¹⁶

We can also have numerous examples of language of the oppressor/victimizer in order to understand new colour of violence. For instance, when *white* British officer gets angry, he describes untouchables as, "Dirty-black untouchables...nigger servants...blackies"¹⁷ Such words generate psychological violence along with cultural violence. With a view to understand language used for racial and class discrimination, one should read *To Kill a Mocking Bird* (1960) by Harper Lee and *Emma* (1815) by Jane Austin respectively.

Language used in warfare seems to be of the most dangerous form of violence. Current examples are from American war against Iraq and Afghanistan wherein

language is "used" in order to attain violent goals. The phrase that is getting popular in these years is "weaponization of language" by Americans which is euphemized as "Psychological Operations". Every war unit consist of a special unit of Psychological Operations having specialists working day and night. What is "Psychological Operations"?

Psychological Operations are planned operations to convey selected information and indicators to foreign audiences, to influence their emotions, motives, objective reasoning and ultimately the behaviour of foreign governments, organizations, groups and individuals. The purpose of Psychological Operations is to induce or reinforce foreign attitudes and behaviour favourable to the originator's objective.¹⁸

Thus, language when used for such "operations", it does not remain innocent tool for just communication, as some of us has reduced it to. Rather, all forms of language must undergo scrutiny.

Lead Out

There cannot be any conclusive remark on the nature of relationship between language and violence, for it is so complex and emerging in various domains of human understanding. On one side there cannot be any form of violence which is beyond language and language falls prey to violence on the other. Unfortunately, language as an institution is simply incapable of stopping violence. Having said that I must say it is only language that can minimize violence; the best way to do so is to promote non-violent aspects of language and human behaviour. There

are two concerns that disturb: (1) there are people, both victimizer and the victimized, who do not know whether what they are doing/suffering is actually violence and (2) increasingly there are people in this world for whom violence is not a problem but a tool and that is a big problem, violence in itself! However, if language is one of the strongest ways to harm, surely there is possibility of linguistic healing!

Endnotes:

1. *Poetics*, Aristotle
2. p.2 Kapoor, Kapil “What is true of the classical Indian theories of language and their exponents is true of Indian grammatical tradition and its practitioners as well. Indian grammarians considered first among the philosophers worked out a general epistemology that kept the axis of language at the centre, and were therefore more directly concerned with semiosis and communication...As pointed out by Indian grammarians themselves, grammar is a meta discipline...it is a proto primary modelling system lodged in the brain ”.
3. Kavyadarsh 1/4,
4. Canto 1/17, Bhartrihari, *Vakyapadiya*. Bhartrihari in his philosophy of language also states “There is no knowledge in this world which is graspable without words. Hence, all knowledge appears coexistent with words.”[Vakyapadiya 1.123]
5. *World Report on Violence and Health* reveals some of the hitting data of massive violence that is going on terribly in the world which makes us rethink some of the well celebrated concepts like ‘globalization’ and ‘development’.
6. For background to all the definitions, except for Gandhi’s, kindly refer to *Violence and Society* by Larry Ray which give taxonomic account of various contemporary theories of violence and provides scholarly critique.
7. It is but next to impossible to understand Gandhi’s concept of ‘violence’ without looking at his notion of non-violence. He said in *Hind Swaraj* that Non-violence is the law of the human race and is infinitely greater than and superior to brute force. In the last resort it does not avail to those who do not possess a living faith in the God of Love. Non-violence affords the fullest protection to one’s self-respect and sense of honour, but not always to possession of land or movable property, though its habitual practice does prove a better bulwark than the possession of armed men to defend them. Non-violence, in the very nature of things, is of no assistance in the defence of ill-gotten gains and immoral acts. Individuals or nations who would practice non-violence must be prepared to sacrifice (nations to last man) their all except honour. It is, therefore, inconsistent with the possession of other people’s countries, i.e., modern imperialism, which is frankly based on force for its defence. Non-violence is a power which can be wielded equally by all-children, young men and women or grown-up people, provided they have a living faith in the God of Love and have therefore equal love for all mankind. When non-violence is accepted as the law of life, it must pervade the whole being and not be applied to isolated acts. It is a profound error to suppose that, whilst the law is good enough for individuals, it is not for masses of mankind. (*Hind Swaraj*, 5-9-1936, p.236)
8. See Violence against women, WHO, 2011: <http://www.who.int/mediacentre/factsheets/fs239/en/index.html>
9. Arendt made a clear distinction between violence and power. Most political theorists regarded violence as an extreme manifestation of power whereas Arendt regarded the two concepts as opposites. In the 20th century in acts of genocide governments may have killed more than 260 million of their own people through police brutality, execution, massacre, slave labour camps and sometimes through intentional famine.

10. p. 291-305. Galtung notes, "Violence can start at any corner in the direct-structural-cultural violence triangle and is easily transmitted to the other corners. With the violent structure institutionalized and the violent culture internalized, direct violence also tends to become institutionalized, repetitive, and ritualistic, like a vendetta".
11. It is interesting to note, that orality is open and public; those who know the language can understand most of the speech that they hear. Literacy is closed and private; those who know the language do not necessarily understand the writing that they see. Since modes of production are systems of social classes and social classes are institutions of alienation, writing is alienating for some and a source of power and control for others. The illiterate do have voice, but voice, in the aftermath of the Technologizing of the word, is irrelevant except as a metaphor for empowerment. What the illiterate and otherwise powerless need is pen or, nowadays, computer.
12. Aldous Huxley, "Words and Behaviour," *Olive Tree* (New York: Harper & Brothers Publishers, 1937), p. 86.
13. Albert Camus, "After Hiroshima," trans. Ronald E. Santoni, *Concerned Philosophers For Peace Newsletter* 7:2 (October 1987), p. 4.
14. George Orwell, "Politics and the English Language," *The Collected Essays, Journalism and Letters of George Orwell, In Front of Your Nose: 1945-1950, v. IV*, eds. Sonia Orwell and Ian Angus (New York: Harcourt, Brace & World, Inc., 1968), p. 136.
15. See Ricoeur's *Political and Essays* translated by Joseph Bien, published by Ohio University Press. Ohio (1974) p. 6.
16. p. 1, *Untouchable*, Mulk Raj Anand 1935 first published (using 2003 edition)] Mehta Publishing House, Maharashtra, India.
17. Ibid, p. 67
18. On her blog *Thinking Through Violence* Marry Louise Pratt discusses various examples of language and violence.

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The Art and Science of Creating Good Test Items

Dee Broughton

Educators everywhere must continually write test items and most will agree that it can be a difficult task. As a Senior English Language Fellow in Gujarat, I've been asked a number of times to offer training on assessment. One thing I've found helpful is the understanding that item writing is both an art and a science.

On the art side, a teacher can feel confident that this task that feels difficult to him is, in fact, truly difficult. In the often quoted, "Writing the Test Item," Ebel said, "Item writing is an art. ... Just as there can be no set formulas for producing a good story or a good painting, so there can be no set of rules that...guarantee... good test items." (1951, as quoted in Rodriquez)

Notice that word, "guarantee." Ebel is



not saying there are no rules. He is saying that rules alone are not enough to ensure that the test items will be good ones.

Ebel goes on to tell us that item writing "requires an u n c o m m o n

combination of special abilities. It is mastered only through extensive and critically supervised practice. It demands,

and tends to develop, high standards of quality and a sense of pride in craftsmanship. Item writing is essentially creative."

Ebel's ideas were written some time ago. Has creating test items become easier? Or, perhaps, as modern teachers are writing more and more objective-type questions, perhaps, creating multiple-choice questions is easier? Not according to Hughes in his 2003 book, *Testing for Language Teachers*. He says, "Each item as it is being written presents new problems and new opportunities. Good multiple choice items are notoriously difficult to write. A great deal of time and effort has to go into their construction."

So, if we must do it, and there are no rules, and it's very difficult, *how* do we do it?

Some principles and standards have been established by consensus. Item writers can begin by keeping in mind these standards for test writing that are universally accepted, as indicated, for example, by the International Language Testing Association's "Guidelines for Practice." We all agree tests must be fair, reliable, and valid.

A test that is inherently unfair or biased would be impossible for certain students despite their knowledge of the subject. For example, it is impossible for the goldfish to climb the tree even if he has faithfully

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attended all of his teachers' tree-climbing lectures for many years.

At times, educators may feel that a "fair" test is one that is not too difficult for a particular population, but, for international language teachers, the standard of **fairness** may best be attained by being as carefully accurate as possible. If the goal is to test proficiency in English, then test items can reflect authentic English usage so that anyone who is proficient in English would be able to answer. Teachers can help to ensure fairness by avoiding questions that contain errors or questions that are meant to test proficiency that depend on certain content (such as a poem by Robert Frost) or certain context (such as tree climbing).

Fairness is closely related to **reliability**, which means that the same test given over time to the same individuals would yield the same result. Both fairness and reliability depend on our third standard, validity. **Validity**, means that the test measures what it is intended to measure. This, too, is affected by the accuracy or inaccuracy of the item.

For example, the test item below is not fair, reliable, or valid.

1. A child _____ do homework.

A. must B. should

In part, the item is not fair *because* it is invalid. Assuming the item is designed to measure proficiency in using modals grammatically, it does not test what it is meant to. It can't, because there is no *grammatical* reason for using any one particular modal in this sentence. An item like this would result in students having to guess the answer the teacher wants, which is inherently unfair. This guessing would also result in different answers over time, an indicator of unreliability.

Using the cartoon to further illustrate this point of validity, we may question why climbing a tree is the test. Is climbing a tree the only way to test what we want to test? What do we want to test? Perhaps we are actually trying to test the student's proficiency in protecting himself or in obtaining food. In that case, creating a test that allows the elephant, monkey, or dog to "get food" would be more appropriate, would it not?

Creating test items that test what we intend to test is not as easy as it might seem. For example, in a high-stakes proficiency-based exam labeled "Reading Comprehension (Text-Intensive Study)," the following item appears. The penultimate sentence in a 58-word paragraph is, Cold wind roared all day round." followed by a "reading comprehension" question based on this sentence.

The snow covered up the grass with her great white coat, and painted all the trees silver. Cold wind roared all day round. "This is a nice place", he said.

Question:

16) roared all day round.

The item may not be inherently unfair or unreliable, but it may be invalid. If the goal is to test reading comprehension and proficiency in language, it does not do that. With the question modified below, you can see that it could be answered with no understanding of the language at all. It requires only scanning and recognition of the shapes of letters and words. The question could be in any language and a competent test taker would be able to answer it.

The snow covered up the grass with her great white coat,

and painted all the trees silver. Xxxxxyyyyroared all day round. “This is a nice place”, he said.

Question:

16) roared all day round.

We have now said that creating test items is an art and that we have certain, possibly unproven, but universally accepted, principles to help us, but writing good test items is still difficult. Ebel tells us that the item writer’s own judgment is important in creating good items.

“Principles can be established and suggestions offered...but it is the item writer’s judgment in the application (and occasional disregard) of these principles... that determines whether good items or mediocre ones will be produced.” (Ebel, 1951, as quoted in Rodriquez)

But, how far can the teacher rely on her own judgment? Most teachers probably would *not* say that they are conducting testing in the same way they’d create a



painting, but they probably *would* say they know their students and that they have the experience, common sense, or instinct, to provide fair, reliable, and valid testing.

To prove that test is valid, tests, especially high-stakes tests, must be carefully validated according to statistical evidence. If we have relied on our judgment to create validity, certainly our common sense hunches and instincts

ought to match up with these statistical results. Unfortunately, time and time again, research shows that that our instincts are notoriously wrong.

Kahneman reports some of this research in his recent popular book, *Thinking, Fast and Slow*.

“In studies reporting comparisons between intuitive and statistical predications, the score between algorithms and humans hasn’t changed in over 60 years: “60% of the studies have shown significantly better accuracy for the algorithms. The other comparisons [all 40%] scored a draw in accuracy, but a tie is tantamount to a win for the statistical rules, which are normally much less expensive to use than expert judgment. No exception has been convincingly documented.” (2011).

Experts wrong 60% of the time and only tied with computers the other 40%. No exception has been convincingly documented! Notice that these studies compared statistical evidence to *expert* judgment. If experts are wrong *at least* 60% of the time, perhaps we ordinary teachers can do well to rely on statistics and research a bit more as well. Such reliance should make the teacher’s job easier, but does it?

It many cases, it certainly does. For example, the instinct, and often the suggestion, for writing multiple choice items says that more choices, meaning more distracters (wrong answers), is better.

“Measurement specialists have been writing about the construction of multiple-choice items since the early 1900s. However, even with this long tradition and

attention to item writing, guidelines remain largely anecdotal....How many options should a multiple-choice item have? The advice as stated by most measurement textbook authors is to write as many options as feasible..." (Rodriquez).

"As many options as feasible." This brings us to a fourth standard. A test must be feasible, do-able. The most perfectly constructed, fair, reliable, and valid test is useless if it is too expensive or time-consuming to implement. We need tests to be easy to use. This is one reason that multiple-choice test are so popular. They are easier to score raising their feasibility.

So, how can science make writing the multiple-choice items easier? By telling us that we can ignore this anecdotal, common sense advice! Any teacher knows that more distracters makes the job of item writing even more difficult. We've all been students, as well, and are all familiar with the multiple choice question where one choice is just silly and can be eliminated immediately. It doesn't take a statistical expert to tell us that four choices where one is silly is really three choices, so why not write just three? It turns out we can.

"Researchers have endorsed 3-option items for over 80 years with empirical evidence" (Rodriquez).

Rodriquez shows that writing three is not only accurate, but it allows test makers to write more individual items which cover more content. More items over more content increases the validity and reliability *in itself*.

For language testing, there is another area of particular interest where science can help us create more feasible tests. For testing proficiency, the frequency-based vocabulary levels test is exceedingly easy

and quick to administer and, though are instincts may tell us that grammar testing is required, studies have repeatedly shown that a properly designed vocabulary test is "highly reliable and distinguishes learners effectively according to their level of vocabulary knowledge. Furthermore, it will usually be strongly related to measures of the learners' reading comprehension ability" (Read).

Read goes on "Rather than simply measuring vocabulary knowledge, objective vocabulary tests seemed to be valid indicators of language ability in a broad sense." He reports studies that show "one of the most consistent findings in L1 reading research has been the high correlation between tests of vocabulary and reading comprehension."

Other researchers have come to rely on vocabulary testing as well. Akbarian reports high validity for vocabulary levels tests when he says the test is "statistically reliable", "related to success in reading, writing, and general language proficiency as well as to academic achievement," and "can provide efficient placement and admission in language teaching programs". He strongly endorses its feasibility saying, "It appears to be practical, economical, easy to administer, and can be completed in a short time."

I encourage test writers to take advantage of this science. Use statistical evidence where you can so that you spend energy and resources where they are needed, on training item writers to understand issues around validity, editing items for accuracy, and, where possible, providing compensation so that skilled item writers may take the time to perfect their craft.

If you are interested in using vocabulary testing to measure relative proficiency, I encourage you to consult the work of Schmitt to gain a clear understanding of the use of such tests and to take advantage of the generous research offerings of Paul Nation to obtain examples of highly validated tests. For more discussion and examples from the author, go to www.vidyablog.com.

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Negotiating Social Space of Text: Role of Interpretive Community in Translation

Apexa Dharankar

Translation is an important socio-cultural phenomenon, especially in a multilingual nation like ours. Translation acts as a bridge between cultures, languages and literatures. Any text is a product of the author's imagination-social and personal. Similarly, a translation is a result of reader-translator's social/experiential imagination. A translator's communal interests, beliefs and values play an important role in shaping the target text (TT) and the inquiry and interpretations that go with it. No doubt the text controls the reader-translator's response to it but the TT i.e. the meaning of the source text (ST), develops in the reading process. "If the role of writer is to defamiliarize, the role of the reader is to familiarize, if the role of the writer is to deconstructing the language, the role of the reader is to reconstruct it. No text is meaningful in itself."¹ Hence the reader-translator tries to familiarize an unknown or less known culture and issues to the target reader.

An interpretation is an opinion about what something means. When we talk about a work of literature, it relates to the meaning that a reader or a critic comes up with. Translator, primarily being a reader, interprets a text and then reinterprets while writing it. So it is a dual process; the TT is thrice removed from the ST by the time it is read by the target reader. It tries to represent all the elements of the ST; whether they are literary, cultural or social. The organization of society

or social and its functioning takes into consideration its culture, language as well as literature. But it also depends on the writer whether, how and what s/he considers to be social. The social can be the representation of the downtrodden, or their upliftment, the individual, the community, the conventional as well as the unconventional.

Angaliyat (1986) is a Sahitya Akademi award winning novel that deals with the Dalit community. It is not only a part of Dalit literature but Dalit sociology. It focuses on the plight of the Vankar community in the Charotar region of Gujarat. The core theme of *Angaliyat* is the pain, sorrows, difficulties, helplessness, anger and frustration of the downtrodden. *Angaliyat* is more than mere documentation of the reality. Written in rich Charottari dialect, it brings to life the harsh picture of the suffering section of human society, with the help of creativity, without any bitterness. It describes the fire that is burning in the hearts of the downtrodden, not to burn us but to inspire us to extinguish it.

Rendering such a work of literary importance in some other language is a difficult task, as the work easily touches the deepest chords of human heart. This paper will be a study of the reinterpretation of *Angaliyat* in its Hindi and English translations through a comparative approach. The focus of study is not the appropriateness of the

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translation, with reference to the ST, but the reader-translator's creativity, wherein interpretation would be considered a communal affair; a reading influenced by the interpretive community to which the translator belongs. It is a comparative study of the two translations, namely **आंगलियात** (2005) by Dr Madan Mohan Sharma (TT1) and *The Stepchild* (2004) by Rita Kothari (TT2), with the original not in order to find the loop holes but to analyze the effect of the text as well as the reader-translator's interpretive community and if it has enriched the TTs in any way. Thus the centre of investigation is the creative mind rendering the "social", creativity and not authenticity. As it is the reader's communal interests, beliefs, and values that shape the knowledge, form facts and direct the inquiry and interpretation; we can always think and consider translation to be the afterlife of a work of literature, accompanied by a part of the reader-translator's life in the form of his/her psychic, emotional and social experience.

Before we look at the study of these translations let us know something about both the translators. Rita Kothari is a well known name in translation studies as well as a translator. Her areas of interest in teaching are Indian literature and culture through print and visual narratives, postcolonial, diasporic and partition literature, caste and linguistic diversity in India, translation and communication, and courses on contextualization of Gujarat and India. Her research areas are Historical and Cultural practices of Translation, Socio-political and Literary matters in Gujarat, and Partition Studies. She mentions in the introduction to *The Stepchild* that while translating *Angaliyat*, there were many such instances where it was not possible to translate the Charottari dialect and the

rural ethos. She says "The Gujarati reader in me tried to keep close to the text, while the English translator reminded me of the non-Gujarati audience."² With the help of this statement she clearly states how the informed and culturally familiar reader exerted more influence on her reading as well as translation. Also the other important concern of her's was again the reader, the target reader. As a reader, she was perhaps anxious to send the messages of the author as she had captured them, doing justice to both; her interpretation and the governance of the text in coming to it. She adds that "The English language had to be forced to learn a few new habits; I translated some Gujarati idioms literally."³

The Hindi translator, Dr Madan Mohan Sharma, belongs to the Department of Hindi, Sardar Patel University, Vallabh Vidyanagar. He belongs to Charottar, from where the text in question finds its locale. His areas of interest also include translation studies and he has translated many books.

Moving towards the comparative study of *Angaliyat*, I will be discussing those examples from all the three texts which portray the influence of Interpretive Community, in one or the other way. I will be comparing the texts by stating the ST along with both the TTs. In the first chapter of the text there is a song that Tiha sings:

ST: "आथआना ताणामा आतमानो वाणी

મારા શં...મ કંઠલો કયાં લગ જાય,

મારા શં...મ કંઠલો કયાં લગ જાય." Pg 1

TT1: "उग्र क ताने मे आत्मा का बाना

मेरे राम चोला कहाँ तक जाए,

मेरे राम चोला कहाँ तक जाए ।" Pg 5

TT2: "The warp of my breath

The weft of my soul

My Ram! How far can this shuttle go?

My Ram! How far can this shuttle go?" Pg 1

This song talks about the similarity between life and the cloth he is weaving. And apart from losing the flavor of the Charottari dialect, both the translators catch the feel of the author and thus we can see how the text governs their interpretation, in spite of which TT2 seems to be away from the original as it catches the English tone of poetic language, leaving the folk culture of the ST. There is a change in form but with the meaning intact. Similarly,

ST: "એ..જી..ઈ..ઈ, ભથ્થા સરોવરની પાળે બેઠો હંસલો ને
ઊપર નવલખા મોતી જડયુ આભ.
ચિથા ચરુ એની ગંમ નથી રામને
ચિથા ચરુ રે એની ગંમ નથી રામને
હંસલાની ગત્ય મુને લાભી ના રે રામ." Pg 2

TT1: "ए जी ई ई, भरे सरोवर तीर बैठे हंस और
उपर नौलखा मोती जडा आकाश,
क्या करूँ इसकी परवाह नहीं राम को,
क्या करूँ ? इसका गम नहीं राम को
हंसा की गती मुझे मिली ना रे राम ।" Pg 5

TT2:

"Look, there sits the swan on the edge of the brimming lake,

Over him stretches the pearl filled sky,

Where should he peck, he knows not Ram

Where should he peck, he knows not Ram

What can I know of its fate. O Ram!" Pg 2

A song that Bhavankaka sings, depicting the aimless life of man. But in this case the word "ગત્ય" is translated into "गती" i.e. speed or pace and "fate", both

having different meanings yet, depicting the same plight of man. It is completely up to the translator to decide upon the appropriateness of the word in order to create the feeling that the ST generated in him/ her. In chapter nine, Bhavan kaka sings yet another song,

ST: "ચિથા રે ચરુત તે તો માંડ્યા'તા મારા વાલમા

ચિથા રે ચાકે હુંભ ધડ્યા'તા લ્યા હુંભલા?" Pg 64

TT1: "कौन सी बेला मे तुने गढा मेर प्रभु,
किस चाक पर बनाया कि घाट ही बिगड गया ।"
Pg 47

TT2: "In which moment did you create us , my Lord

O Potter, on which wheel did you cast the pots?" Pg 56

He tries to laugh on his community and questions Almighty as to why his community is so ill fated? The abstract idea of God is symbolized as the potter, casting men in different moulds of different destinies. In its Hindi translation, the translator places a direct statement. Thus, here another dimension of translation can be seen; that of making the latent manifest and by that interpreting for the 'new' readers of the TL. And still it successfully conveys the meaning of the original. Whereas in English, the translator has tried to recreate the poetic effect of the original, keeping in mind the suggestive meaning of the lines.

In chapter fourteen there are four dirges at some interval, with a bit of narration in between. In brief these dirges explain how the death of someone is a loss in many ways, what the dead leave behind, what all hardships the living passes through after somebody's death. In the Hindi translation the second dirge that Kanku sings is shortened. Instead of the couplets, the translator has used one liners, which

capture the gist of each couplet. And using creative freedom for achieving a better effect in the Hindi idiom the lines end with “बालमजी” instead of “बय! बय!” The original dirge is part and parcel of the Vankar community culture. There is no exact replication of it either in Hindi or in English. Hence there was bound to be a dilemma about how and what way should a translator approach such a cultural package. In both the translations the common thing is that they not just translate the text but also bring to us what the translator has understood out of the dirge. It is their interpretation that helps in a meaningful rendering of a verse like this, so intense and deeply rooted in the source culture.

Moving on to idioms, some of them are translated literally because of the unavailability of a replicable idiom in the TL, as language being a universal phenomenon, still has diversity. For instance,

ST: “બાર બાર વરસે બાવો બોલ્યો” Pg 16

TT1: “बोले तो ऐसे जैसे बारह वर्ष क मौन तोड़ है” Pg 15

TT2: “Thus spoke the saint after a silence of twelve years!” Pg 14

TT1 successfully recaptures the meaning of the idiom, that a man breaks his long silence to speak something sensible and makes some sense. In English the same saying is literally translated but has the sense intact to it, as it states that a saint and not any ordinary man, has broken his silence. This positive effect that enhances the translation can be attributed to the fact that both the translators being a part of the Gujarati culture know it and its meaning and thus they are informed reader-translators.

Another example is,

ST: “આબરુ ના ધજાગરા બાંધવા” Pg 19

TT1: “इज्जत के चीथड़े उड़ाना” Pg 17

TT2: “ to tear the village’s dignity to pieces” Pg 16

In TT1 it is replicated through a Hindi idiom and in the English, the idiom is literally translated, which explains the meaning very clearly. The actual idiom is ‘આબરુના ધજાગરા ઉડાડવા.’. The author uses creative freedom here, as stated earlier, defamiliarising the familiar, but as the translators are familiar with the SL they could capture the sense, which would otherwise have been lost. Yet another instance is:

ST: “મોઠે લેબુ ઠરે એમ” Pg 37

TT1: “असंभव को संभव करना” Pg 29

TT2: to do something in style

In this instance the idiom is explained in both the translations keeping in mind the sense of the source that whatever the character plans to do will be done with his self esteem and dignity intact as moustache is the symbol of pride, prestige and social status in India. Both the translators could make sense of it because of their belonging to the native culture, though I would like to add that the phrase is symbolic and the translations are unable to bring that effect. This also helps in enhancement of the TTs as these small but important details are not missed out completely.

An interesting example is the Hindi saying “घर की मुरगी दाल बराबर १” that is actually used as it is in the Gujarati original. So the Hindi retains it but it is only the English that has the problem for translating, as this saying is very suggestive and symbolic. We all know

that chicken can be a delicacy only in India, as it is a part of daily diet for the English. In the English translation Kothari literally translates it and at the end of the book, she explains them in detail, in the glossary. She mentions that the thing that is home-made or easily available has less value. Other such examples are “એટલો વીરો હો થાય”, etc.

There are also examples of unconventional or indigenized use of English words like “લાયસન્સ”, “કિંસલ”, etc. In both the translations the word “લાયસન્સ” is replicated in its original form i.e. “license” but the word “કિંસલ” is written as “kinsel” and “કૈસિલ” instead of ‘cancel’. This is to retain the peculiarity of the pronunciation of an illiterate, village character, a better way to be appropriate, by using creative freedom in allowing the SL words to be a part of the TTs to give a feeling of nearness of the TTs to the source culture than to be influenced more by the target culture. Also worth noticing is the translation of the abusive words, for example “સારી બોનના ઘણી” translated as “बहन के धनी” and “sister fucker”. The ST is more of an indirect abusive, generally used by women. In TT1 the translation sounds a bit funny as it is highly literal but in TT2 it becomes direct. But this causes no harm to the meaning as somehow the abusive replaced do not alter the meaning. And this is the case because the translators understand what relation is implied in that abusive.

All the above instances more or less show that both the translators could capture the flavor of the original not only in relation to subtext but also in relation to language; its tone, texture and suggestion. But I feel that the English translation is more near to the ST from the perspective of the feeling that is passed on to the

reader. For instance, in the last section of the text, the incident of Tiha's death on page 262-263 in the ST, we can see that the Hindi translation is more word to word rendering but the English translation skillfully uses words at disposal to depict the critical situation with utmost accuracy. Kothari uses words and phrases like “canopy of protection” for “છન” where she could have easily used ‘protection’, “pathos” for “આર્જવ” which also means sensitivity, but pathos expresses the situation in a better manner (in Hindi they are translated as “छत्रछाया” and “करूणता” respectively). This observation is not to prove the superiority of one over the other, but to bring to notice the idea that even the attitude while reading matters a lot in coming to an interpretation. Belonging to or being familiar with a language community can also help in the enrichment of translation for example in chapter twenty one there is a sentence:

ST: “બેઉ નારીઓના નયણામાં જ બંધાઈ ચૂકેલો નેહનો નાતો નીરખીને ત્યાલ થઈ ગયેલો ટીહો...” Pg 203

TT1: “दोनों नारियों के नैनों से जुड़नेवाले नेह का नाता देखकर निहाल टीहा दबे गले से बोला....”

Pg 138-139

TT2: “On seeing the affection in the eyes of both women, Teeha was overwhelmed and said in a choked voice....” Pg 176

If we look at the ST, it is a poetic line with alliteration. So the benefit that TT1 has is that of language having similar words with the same sound providing with the same meaning. But the same cannot be said about TT2, and the reason is obvious. Change in language can thus become a barrier to translate such creative attempts that the author undertakes. This and many such limitations are always there and will exist in translation, especially when an Indian text is translated in a western language, though many will agree that

English is as much Indian as other Indian languages are._

In conclusion I would like to say that all the examples that I have cited show how a reader-translator's relation to a language community or culture helps him/her in interpreting the work. It also comes to his/her disposal when the read is to be re-written in another language. It helps the translator decide upon the appropriateness of a linguistic structure to be used to replace the original, which again is a subjective decision, where the question of a critic or a theorist considering it apt or not does not come. But it may also hinder the recapturing of the intricacies of language that the writer undertakes. So there are bound to be some differences in the ST and the TTs, which are difficult to overcome. Deciding upon the appropriateness of a translation is thus not a question of so serious a consideration. At the most we can expect a faithful rendering of the subtext (theme, form, tone and texture, etc) along with a reasonable capturing of the source culture. Therefore provide more space and freedom to the translator in exercising creativity, and recognize him/her to be more than an interpreter.

Translation seems to be a re-writing of the ST in a new form and language according to the creativity that the translator exercises and develops while reading the original. A translation is meant for those

who are interested in reading something new; it is a way of exposing the unknown or less known to the world as we now live in a global village.

I would like to add that both the translations of *Angaliyat* portray the influence of interpretive community in all possible ways, whether be it language, theme, culture or characterization. They are not literal or stick to the form in all the instances yet successfully bring to the reader the meaning. It can be seen that the translator's interpretive community, assists his/her creativity in the process.

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2. Kothari, R. (2004) *The Stepchild* New Delhi: OUP Pg. viii-ix
3. Ibid.

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Dilemmas Faced by Novices in Practicing Ethics in the Field of Education and Possible Solutions

Kaushal Kotadia & Parul Popat

"In law, a man is guilty when he violates the rights of others. In ethics, he is guilty if he only thinks of doing so."

Immanuel Kant,
Prussian Geographer and Philosopher (1724 - 1804)

By definition, ethics are values manifested in observable or demonstrable behaviour. Every action, we undertake, constitutes an implicit or explicit manifestation of our ethical values. Put another way, it is through our behaviour that we give expression to our ethical values: to our very being. Perhaps there are two fundamental questions to be addressed when considering ethics and professional teaching standards. What ought one to do? What must one not do?

If this thing is applied practically, it can be gauged that every profession differs from the other. What is ethical for one can be unethical for the other. Lawyers are expected to serve not only the interests of their clients in the settlement of disputes and the negotiation and supervision of contracts, but the rule of law and the administration of justice too. Doctors are concerned not only with the length of life but also with its quality, and with the health of their communities and society as well as that of individual patients. Health professionals are normally expected to keep their patients' confidence. However, the existence of AIDS has forced doctors to tell the spouses of HIV positive patients about the disease. Education likewise serves complex goods, concerning the

development of the student and the future of society; and as a part of this, the moral development of students.

In addition to the ordinary ethical demands of other professions, teaching has special features. The moral positive of teachers is different from that of other professionals as the teachers, along with themselves, are responsible for the moral development of the students. They need to inculcate in them the values like truth, honesty and respect for the other person. In doing so, a teacher has to be just and fair. Precisely because their role is to teach students to be better at moral choices, they must be good at it themselves as preaching calls for practice also.

Moral Dilemmas of New Entrants in the field of Teaching

Practicing ethics is not an easy thing as many factors, apart from their willingness and readiness, play a vital role. Sometimes teachers are faced with certain problems where they find it difficult to choose right course of action. Sometimes, they feel that they will have to live in Rome and fight with the Romans. In such a critical situation, one can never say how long they will be able to do so. Even if they do so by taking the risk, it becomes the problem of their survival.

1. By far the most common concern has been what to do about wrong actions by their superiors. The issues range from

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choice of textbooks, censorship of library books, varieties of cheating such as misuse of funds and equipments. In case of fresh teachers, their problems are not usually in determining whether their superiors' actions are wrong, but in deciding what they should do about the situation.

2. There are the problems regarding the curriculum. Matters range from items they do not think are relevant to teach, the concerns about standards and the quantity and quality of the material to be covered, and its efficacy. They generally feel powerless to act, which affects morale, and therefore ethical alertness. Under the same heading may be mentioned issues raised regarding teaching methods. Which is the best way to teach a student? Should they follow the method adopted by their superiors or can they continue with their own ways of teaching? Evaluation, in terms of paper setting and assessment of the same, also creates confusion.

3. Incompetence, teaching and wrong actions by their fellow teachers concern them. Sometimes it is observed that some teachers are occasionally seen as lazy, failing to keep themselves abreast or to improve their lessons. Sometimes teaching methods are seen as poor, or even psychologically harmful.

4. These matters get more difficult when there is a conflict of loyalties, for example; when the staff members at fault are also a friend. There are similar conflicts when a student at fault is the child of a friend, or of a teacher who is a friend.

5. Relations with students also pose a dilemma, as it is sometimes difficult to decide on this. Moreover, there are different views prevalent among teachers. Some would say that a teacher should

be a friend; some would opine that one should maintain a distance with them then only there would remain the respect for the concerned teacher. In such a situation, a newcomer is faced with a dilemma regarding the right attitude towards students.

6. There are matters of office ethics: the ethical problems of the staff room. What should a teacher do about constant criticism of the principal or other staff, prejudice, bias and gossip? Does a teacher have a different responsibility if he or she is a member of the group being attacked?

The list can go on but these are some very common issues faced by a novice in the field of education. It is not the thing that he is oblivious of the duties and responsibilities of a teacher. Nevertheless, his mind is flooded with queries regarding his stance. He is bound to get confused with so many beliefs and practices being practiced. In such circumstances, the novice is needed to have the knowledge regarding the dos and don'ts of the moral decisions in the field of education.

Helping Teachers in making their moral decisions

a. Teachers need to be able to respond sensitively and thoughtfully to the issues they confront. Having consulted dependable colleagues and others, s/he should take a stand.

b. They need to remember the strengths that they have. They require to bring to task the ordinary capacity to make moral judgement on everyday matters that are not too complex.

c. They generally do have a strong concern for their students – a concern that they should be careful to foster, and

not to frustrate. They need to be helped to develop the ability to engage in and to understand moral argument.

d.They may not have years of experience in resolving moral dilemmas. However, with the help of the strong commitment of doing what is right and a belief in their own integrity, if necessary, in the face of opposition, they can swim against the current and solve the matter.

e.It is also common for them to have certain weaknesses like insensitiveness towards moral problems, delimiting responsibility by believing things as ‘I’m a teacher, not a social worker’, and ‘that’s the parents’ role’, or ‘that’s the Government’s job’ may reflect a legitimate concern that teachers are neither trained, nor do they have the time or inclination, to do everything that ought to be done for their students. The use of roles to determine priorities, however, is a denial of responsibility for the impact of one’s actions on others and on society. Teachers who have these weaknesses are not well fitted to teach students morality, or to teach them how to handle moral dilemmas. (The Christian Science Monitor, 2006)

Helping teachers to get rid of their weaknesses

It is very helpful to urge teachers to keep in mind the aims of education, and encouraging them to make themselves more competent and to be more diligent in pursuing their goals. We, in particular, think it a good practice to follow what is suggested by Martin Bibby in his paper on Professional Ethics and Teacher Practice (1999). He suggests three strategies. They are the exit audit, the ethics consultant and the whistle blower’s ear.

1.The exit audit is a questionnaire to be filled out when staff retires or move on to other schools or Directorates. It is usually presented as a useful management tool for the evaluation of procedures and the discovery of problems. Questions concerning ethics might be included, and related to specific problems, but should also include a general question about ethical problems the teacher may have encountered.

2.Ethics consultants would be knowledgeable persons outside the Department. All teachers would be informed that these people will be available to give advice on a confidential basis.

3.The whistle blower’s ear is a senior member of the Department who can receive anonymous or confidential information about ethical problems that have emerged in their part of the organization.

Although all three ideas have their weaknesses, together they may help to maintain a culture of concern about ethics and a means to ensure that the problems are dealt with before they get out of hand.

Ethical issues are central to the teaching profession. The problem of ethics in education is like the tip of an iceberg. There is a good deal to be learned – both about the issues and dilemmas, and resolving the same.

It is expected and necessary that newcomers are educated in ethics and in their social responsibilities. In addition to the identification of existing ethical obligations, an aim of ethical education is to encourage participants to scan their professional environments for emerging issues. In view of the magnitude of the problem, the requirement is that all teachers

should undertake a course in professional ethics and social responsibilities (New York State Education Department, 2006). This can be a good start. They should be very clear about what is to be done and what not to be done. Then only they can follow the right ethics and can help others in doing the same. Everything said and done, in the words of

Plato; Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws.

A Humanist Code of Ethics:

Do no harm to the earth,
she is your mother

Being is more important than having.

Never promote yourself
at another's expense

Hold life sacred; treat it with reverence.

Allow each person the dignity
of his or her labor.

Open your home to the wayfarer.

Be ready to receive your deepest dreams;

Sometimes they are the speech of
unblighted conscience.

Always make restitutions to the ones
you have harmed.

Never think less of yourself than you are.

Never think that you are more than another.

Arthur Dobrin

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Using Instant Messaging as a Tool for Teaching and Learning of English Language

Sonalde M. Desai

Owing to its easy access and user friendly interfaces, the worldwide popularity of instant messaging (IM) has grown significantly. IM is a technology which allows two individuals who are separated by any distance to engage in synchronous, written communication. Like a phone call, it takes place in a real time environment, however its mode of operation relies solely on the written word to transmit meaning.

The first message was sent on Dec.3, 1992 from a computer to a cell phone. The message read only two words-“Merry Christmas”-but changed the face of mobile communication forever. Today, it has gained so much popularity that in India as well as in Western countries people are using it more to minimize their cell phone bills. It is observed that IM is being used more by teenagers/students. This technology gives them access to their friends throughout the day. So, one can understand their fascination for it.

Recently, IM tools have become popular for formal communication also. Take the case of Newgen software. The company uses a host of IM tools, the most prominent ones being MSN and Yahoo Messenger, for all its formal and informal communications, ranging from discussions and query redressal of employees and clients to fix up the menu and venues for birthday parties and get-to-gathers. CSC India uses IBM's Lotus same time IM tool.

Kale consultants, which has a corporate intranet with Microsoft Netmeeting embedded as the IM tool, encourages its employees to use it for Intra-office communications. In addition to this, a large number of the support staff interacts over publicly available tools such as MSN and Yahoo Messenger. Infosys has Microsoft IM based on Microsoft exchange 2000 server, which is used as a communication tool within the organization to exchange short informal messages.

IM tools are being looked upon to provide the much needed collaboration to simplify process. The advantages are that it is almost a real time communication, which is simple and user-friendly. It is also instantaneous, easy to use, cheap and helps in multitasking and collaboration as many people can chat at the same time with one another. An HR consultant points out that constant communication through IM helps in developing a better understanding. The informality of the tool leads to open discussion on matters that one might otherwise reluctant to discuss in a formal environment. Presently IM tools are also becoming a part of other processes such as knowledge Management (KM), where it is used for instant knowledge sharing and collaboration.

Then why not use IM, a favorite of all students for teaching and learning of English language? It is well established that technology can be successfully

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integrated to promote better teaching and more learning in the higher education sector. In the context of foreign language classrooms, the use of information technology is proven to be an important aspect for academic language learning. In Taiwan a study project to check the feasibility of using IM for English language learning was taken up, wherein a survey instrument was developed and 182 Taiwanese university students completed the survey. Five statistical analysis methods including descriptive statistics, factor analysis, T-test, analysis of variance and path analysis were performed to test the hypotheses of the study. The study concluded that the implementation of IM in English learning is feasible due to students' familiarity with IM and further suggested that implementation of IM in English language learning may be valuable to non-English speaking countries.

The recent theories of ELT have proved that communication is an important component of English language Learning. In today's ELT classes, focus is not on acquisition of grammar instead communication is the end goal of the whole activity. It is evident that students' English ability can be enhanced with the help of regular communication. Due to the easy access and user-friendly interface of the latest instant messaging programmes, it also reduces the anxiety of learning and provides them an autonomous learning environment. As it is instant and in real time, the person doesn't have to wait for responses. Many people at one time can be involved and makes collaboration possible. It also provides a solution to most queries at the same time by mutual discussion and file transfers. People can see who is on line. As queries are resolved quickly, issues

don't remain pending which saves time and improve over all learning experience. This may also improve learners' attitude towards English language learning. This will provide them with more authentic input and more opportunities to participate in the targeted socio cultural contexts. This context may well promote linguistic and also pragmatic knowledge. Motivation, learner autonomy, social equality and identity can also be encouraged through the use of computer-mediated communication inside and outside of the classroom.

However, there is one danger which has been a major cause of worry for many English teachers. Students have developed a new vernacular called 'sms language'. The same can be a possible threat for using IM for English language instruction. Many teachers are of the opinion that due to 'sms' and Instant Messaging they have noticed a drastic change in students' writing habits. Students are integrating the abbreviations that are used in texting or instant messaging into their school work. It is amazing to note how short the messages become.. A normal English conversation can be chopped down to several characters in length. Phrases like 'be right back' can be 'brb' and 'till' means 'talk to you later'. In a popular commercial advertisement, the mom is fussing at the child for text messaging too much. When asked who she is texting, the response is 'IDK' and then she says 'My BFF Jill'. Which means to my best friend forever Jill. Webopedia.com has a page on its site that lists over 900 text/IM/chat abbreviations. Here are some examples:

ASAP- As early as possible

BBFN- Bye Bye For Now

BTW- By the way

HTH- Hope this helps

IMO-In my opinion

TC- take care

AAMOF- As a matter of fact

FYI- For your Information

TIA- Thanks in advance

MGB- May God bless

LSHMBH- laugh so hard my belly hurts

BFFLNMW-best friends for life, no matter what

DYNWUTB-Do you know what you are talking about

TNSTAAFL- there is no such thing as a free lunch

The effect of texting and instant messaging are becoming so evident that teachers are reporting that some students are using text messaging terminology as they are filling out applications, writing essays and even term papers. It is becoming more and more of a problem as our students create their own short cuts to communicate.

On the other hand, at the university of Las Vegas, English Instructor Thomas Johnson says that he doesn't believe that using text slang is going to "hurt the development of formal English". Instead, Johnson believes that students can differentiate between the use of "text-speak" and Formal English. He also believes that "text- speak" is a part of the natural progression of the English language. According to him, " It is what

makes English a living language".

A student at Vallabh Vidyanagar says that writing in 'sms slang' saves a lot of time and that she prepares her notes in this language only because this way she can write faster when the lecturer is teaching in the classroom.

Hence, I conclude here that Using IM for English Instruction will be beneficial and especially to the learners of non-English speaking country as it can handle the initial inhibition of the learner well and provide an open platform for constant communication where a learner can resolve all his/her doubts without the fear of being laughed at.

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Endeavours in the use of SATCOM for ELT in India

Anna Sacha

Beginnings and historical grounding of SATCOM and ELT especially in the Indian context

The two major areas to be delved into, in this paper, being SATCOM [here, the focus is to be its use for educational purposes] and ELT, at the very outset, one needs to mark the trajectory that they have taken in the Indian subcontinent in the past century.

ELT, on the whole, has a much longer history than that of SATCOM in India. The beginnings of ELT in India were rooted in the Raj Empire and the methods of education that it employed for the purposes of raising a taskforce. Deepti Gupta makes a very deft classification of ELT in India into five major phases¹ marking the initial phase from 1880 - the First World War upto 1995 – present day. English, which began as a foreigner's language hated by the country, within the span of a century, carved for itself a very important place in almost all echelons of the Indian society.

While the western world saw an emerging and dynamic trend in the teaching methodology of English, ranging from the Direct Method to the CLT, as also the Functional Approach and CALL that is receiving increasing attention with every year, India's journey was different. The beginnings of ELT were in the haphazard use of the Grammar Translation Method which then slowly went through much

transformation with focus on Structural Linguistics in the 60s and then CLT in the 70s. This was the decade that witnessed the coming up of ELT as an autonomous profession. Other methods like the Audiolingual method, Direct Method, TBLT, etc. have come into the picture only during the last decade.

Thus, the present day field of ELT is a very dynamic one with a lot of innovation and experimentation in progress. While the focus of technology and its importance in language learning has increased tremendously, there is still room for the inclusion of traditional methods like the grammar-translation method due to the presence of many factors, many times not pedagogic.

On the other hand, SATCOM, especially for educational purposes has a much shorter history not only in the Indian context but also in the general global context. The NASA made several endeavours from the 70s onwards mainly to demonstrate the feasibility of satellite communications as a tool for social welfare, therefore, education being a part of it. One of the first and most important of these endeavours were the *Health/Education Telecommunications [HET] experiments* that took place in 1974-75². The projects undertaken under its aegis were the *Alaskan Education and Health Demonstrations [AESP]*, *The Appalachian Educational Satellite Project*, *The Rocky*

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*Mountains Educational Project: Satellite Technology Demonstration [STD], The Veterans' Administration experiments and The Washington-Alaska-Montana-Idaho experiments [WAMI]*³. While the major focus of most of the projects was on medical assistance and training, educational programs for children as also teachers' trainings found a place for themselves. In the AESP project, one of the portions was dedicated to oral language development but it was only a very small section of the entire curriculum of the program. While most of the other projects harped more on the importance of medical connectivity in areas with treacherous geographical terrain, the significance of SATCOM for distance learning was recognized and came into vogue since then.

Endeavours of SATCOM for educational purposes in India

Block suggests that while SATCOM is just another tool of communication in the USA,

"In developing countries, the satellite may serve as the backbone for the entire communications system."⁴

This consideration, indeed, finds ample justification in a developing country like India that has a wide geographical area to cover and faces problems of connectivity with rural areas especially for educational purposes. Thus, SATCOM mainly emerged as a medium that provided connectivity to otherwise isolated rural areas taking to those places, expertise and knowledge, inaccessible to them otherwise.

It's beginnings may be traced back to the mid 70s with the SITE experiment. For the first time, around 2400 direct reception TV sets received TV signals via satellite

and 200,000 people were reached⁵. Around 40,000 teacher trainers were trained during the vacation training programmes.⁶

This was followed by the INSAT, under which the *Central Institute of Educational Technology* [CIET] was set up under which numerous SIETs [*State Institute of Educational Technology*] were set up. Distance learning received a boost with the AVRC, EMRC, and the IGNOU. Other similar projects include, Kheda Communication Project (KCP) from 1975 to 1989, INSAT system, Training and Development Communication Channel (TDCC), Jhabua Development Communication Project (JDCP), and the Gramsat Programme (GP)⁷.

Ultimately EDUSAT was launched in October 2004⁸ and with it was then developed quite a commendable network of school education involving states like Punjab, Jammu, Kashmir, Meghalaya, Rajasthan, Haryana, Kerala, Karnataka, Orissa and Gujarat. The EDUSAT has till date, 64 operational networks, 3300 interactive classrooms and 30,000 receive-only classrooms, covering formal education as also social empowerment subjects in around 21 states in India.⁹

ELT via SATCOM

The teaching of the English language via the SATCOM medium is still an area with much potential that needs to be tapped into.

While projects like the Kheda Communications Projects focused on teaching of Science through everyday life around us, mostly projects didn't focus of the teaching of English as a language. Still in recent times, there has been development in this area through

the efforts of the Bhaskaracharya Institute of Space Application and Geoinformatics [BISAG]. Two major projects are underway at present, one involving higher education i.e. at undergraduate level and the second involving high school education especially focusing on the classes 9th and 10th.

While the college level classes involve 24 subjects, teaching of English literature with topical lectures on Shakespeare, Critical theory, etc.; use of multimedia, dramatic presentations, dance presentations has raised the interest level of the lectures. Though it might not be direct English language teaching, still it increases the exposure of English to the students. Also, there is a chance of interaction through the live interactive sessions. The introduction of two-way interaction technology in the recent past has also opened new pathways to new possibilities. Around 900 government and self financed colleges have access to these lectures, 300 of whom regularly watch the lectures¹⁰.

The high school level classes are handled by the GSEB. English is one of the subjects that is taught at the 9th and 10th standard level. Earlier, classes for 8th standard have also been conducted. The teaching is completely syllabus oriented and there is a formal selection procedure for SATCOM teachers. Though the teaching is syllabus based, as informed by the co-ordinator of the English subject teaching, the topics selected for the classes are generalized focusing on *language in use* and *grammar*.¹¹

Use of power point presentations is the most popular teaching aid in these classes. Tasks like describing pictures, have also been used. Judicious use of the mother tongue is made to ensure understanding

and repetition is used, taking into account slow learners. Thus, there is profusion of scaffolding to allow learning to occur. Also, through the use of various possibilities of same linguistic situation, an effort is made to remove mother tongue influence. But, the importance of exams is also held by giving exam based practice, thus, trying to create a rounded learning experience.

The projects looked into, till now, have been government endeavours but another important project that needs to be mentioned is a private venture and hence, a very interesting area to look at. While the state might be interested in the overall development of the citizens, even while it might have to face losses but a corporate like *Infinium India Ltd*, investing into a free educational channel *Ezi Education* as also a formal SATCOM project for the teaching of std 12 subject whereby teaching is given through franchises as also to individual customers, definitely is a telling gesture on the validity and usefulness of SATCOM not only in the rural areas for social welfare but also as a general tool of communication alongside radios, mobiles, computers etc.

Ezi Ventures, *Infinium* is a part of *Infinium India Ltd*. that is mainly involved in car dealership, communication and supply of satellite technology hardware. They were the technology provider for EDUSAT¹².

Their endeavour in the field of SATCOM teaching is at two levels, the first being the free educational channel *Ezi Education* that involves no profit making but a venture purely for providing free expertise to students of Std. 10. The channel was begun after the launch of EDUSAT as the company recognized the potential of this

medium. There is a potential audience of around 70,000 students for this channel and provision of study notes helps keep tabs of student viewership. Only printing charges are levied for the same.

Their teaching methodology in the channel [that involves English as a subject] is completely traditional. The principle behind this is that they do not want to disturb the study methods of the students suddenly, especially because they are dealing with State Board Examinations. Hence, even the material accompanying the classes is like any other study guide found in the market. There is a filtering process at three levels, the first by the presenter, the second by the director and the third by a substitute faculty to ensure quality education.

The second level is that of DTH teaching via satellite communication through the *Ezibox*. Its modem that is installed at homes and franchises, which will allow them to receive the lectures of std 12, as also accompanying study material. It should be mentioned here though, that this venture involves only teaching of science stream subjects not English. When connected with a TV, the *Ezibox* also functions as a computer [a keyboard and mouse are provided along with the *Ezibox*] and hence providing further use to the person accessing the technology. There is the provision of 'lectures on demand' technology whereby a student may request to view a past lecture again.

The ownership, maintenance and advertising of the *Ezibox* is handled completely by Infinium Ltd., hence only a deposit from individual users and certain share of revenue from franchises is levied. Again, study material is provided for free

and is directly sent on the *Ezibox*. Also, the educational channel and *Ezibox* venture are both limited to only the state of Gujarat though talks are on for expansion.

Further information regarding other ventures through out the country have not been accessed yet due to some problems of bureaucracy in gaining permission for access to the relevant authentic source agencies.

Pros/Cons of this medium – Impact on ELT/distance learning

When looking at the pros and cons of this medium, the most important advantage of this medium is its potential of connecting rural areas into one network. Hence, it has a lot of potential for distance learning as has been exemplified by its extensive use by IGNOU and other open universities.

But technical problems of connectivity, reception and maintenance might cause the major delays and obstacles in the telecast of classes and huge losses might be incurred as a result of the same.

Another important advantage of this medium is that it can provide expert instruction to places where such expertise wouldn't reach otherwise. In an area like ELT, where innovations and development of methodology is a daily affair, this becomes a very important tool to keep teachers aware of the latest trends in teaching methodologies as also being of benefit to students through implementing the same in SATCOM classes.

The danger in this area would be a confusion and overload faced by teachers as well as students who would be expected to give due attention and time to classes such as these as also to

their regular curriculum requirements. Introduction of new methodologies might not be as easy to implement in practical situations due to lack of finance and resources. Yet the success of the *library distribution system* implemented in the STD [Satellite Technology Demonstration] project in USA does speak in the favour of innovative study materials if not teaching methodology at least.

Also Dr. B S Bhatia rightly points out,

“In India a vast majority of the primary teachers themselves have studied up to secondary school and have little training in education. The availability of satellite based educational material could support and supplement the teacher”¹³

But the other side to this same advantage would be an intimidation and therefore averseness, that teachers might harbour when SATCOM classes intend to supplement them. There might be a fear that these classes might replace them.

Another challenge with SATCOM classes is that of content generation¹⁴. Content and methodology are a very tricky area especially when it comes to teaching language to children. Still the use of musicals, drama, role-play, etc. has been made but such aids sometimes prove to be very time consuming and man power available might not be expert enough.

This brings me to the requirement of people with multi-dimensional expertise that Satellite communication faces today. This medium demands a lot of work and mainly on an experimental level in the initial phase so availability of such expertise becomes a challenge.

Future of SATCOM for ELT:

The future of SATCOM as envisioned by some teachers is not very bright in terms of actual authentic results while

the expectations are opposite of those involved actively in the projects. While this is obvious, through my exposure to this field in the last few months, there's seems much potential in this medium especially with private ventures like that of Infinium Ltd. Also, involvement of like-minded and creative experts might prove very beneficial for language learners. An area that hasn't been touched upon here is that of ongoing research in this field. The R&D approach adopted by the SITE experiments was commended in the past by international experts¹⁵ and has helped a lot in further development of future SATCOM projects. Hence, ELT experts need to delve into this area to explore the future possibilities of the same.

Conclusion:

In conclusion, when looked at in detail, the SATCOM medium, when it comes to ELT is still a largely unexplored area. Some government projects like *Welcome English* are underway that, deal purely with the teaching of English as a language but their reception and research on the same will decide if any future development might occur in this area. Also, the entering of private ventures into the picture changes the prospects quite a bit and adds more interest. Thus, SATCOM as a medium of instruction for English is an area that might provide much returns if ample and appropriate effort is put into it and yet there's always a space of uncertainty which experts will have to risk if they believe the medium worth the effort.

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4 Pg. 20. Fitzpatrick Jody. Ibid.

5 pg. 5. Rani N. U.[2006] Educational Television in India: Challenges and Issues. Discovery Publishing House: New Delhi.

6 pg. 2. Bhatia B S [2009, February]. *Satellite Networks for School Education*. Paper presented at Technology Lecture Series, SIET, Hyderabad under CIET, NCERT, New Delhi.

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10 In conversation with Mr. Kamal Joshi, Co-ordinator of Higher Education lectures.

11 In conversation with Mr Dinesh Majithia, Co-ordinator, English.

12 In conversation with Mr. Nayan Patel, public relations officer, EziVentures Infinium Ltd.

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Complexities of English: Issues of Education, Equity and Empowerment

Sunil Sagar

We, the English educated people alone are unable to assess the great loss that this factor has caused. Some idea of its immensity would be had if we could estimate how little we have influenced the general mass of our people.

The school must be an extension of home. There must be concordance between the impressions which a child gathers at home and at school, if the best results are to be obtained. Education through the medium of strange tongue breaks the concordance which should exist. Those who break this relationship are enemies of the people even though their motives may be honest. To be a voluntary victim of this system of education is as good as the betrayal of our duty towards our mothers. The harm done by this alien type of education does not stop here; it goes much further. It has produced a gulf between the educated classes and the masses. The people look on us as beings apart from them.

Selected Works of Gandhi, Vol. 6

It is not that the passage above cannot be argued against but it is this self-critical attitude, skepticism and questioning spirit which require to be celebrated, especially when it comes to the questions of English, education, equity and empowerment.

Lead In:

English is everything that one can think of- the tool of empowerment and alienation, the way of bringing about

equity and creating divisions, the mass instrument of education and miseducation. Education per se has never been free of its problematic relationship of its medium of instruction. Education is yet to take full cognizance of the onslaught of English. Equity is yet to be defined in a country like India, rife with inequalities of diverse sorts, and employment is, till date, least of our concerns as far as policy framing and implementation are concerned. To add to the complicated nature of education in India, English has been discussed and debated with very little focus on the ground realities. Complexities of English make it inevitable for us to revisit this language, deconstruct some of the myths surrounding it, and, see it for ourselves in our given context whether we understand English beyond its grammar. This paper will seek to address the nuances of English as a panacea for education, equity and empowerment.

The English Empire

“It is impossible for us with our limited means to attempt to educate the body of the [entire people] . 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.” (Macaulay, 1835)

This is how the English empire began and grew in India. Strangely enough, today while we are talking of mass movement

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for English, we still have only 'a class', elite one, at the top which wields English. Those of us who converse, teach and write papers in English belong to that 'class', and we are supposed to, as Macaulay put it, 'interpret' not only between those who govern and those are being governed, but also the entire act of privileging of English and furthering of English Empire. Are we interpreting the English Empire correctly and objectively? Or are we furthering it by celebrating English? As interpreters, we have to decode the nuances of the so-called lingua franca for India as a nation, culture and society. The issues of education, equity and empowerment are not as simple as they seem, nor they should be. The English question with respect to India can never be treated simply or simplistically.

Education and English

Education in India is equivalent to a luxury as the dropout rate from schools is large and only a meager 15 per cent or so have access to higher education. Each State in India uses its own language/s as medium of instruction. English medium education is another such luxury which only the rich can afford because most of the children study in apparently non-functioning public schools. The quality of English in these English medium education per se is under question. But even if one believes for a moment that it is very good, what is the percentage of these schools? 7% according to David Graddol in *English Next India* published in 2010. In 2012, it would be 10 % or let's say, an optimistic 12 %. However, the question of quality of English still remains to be addressed.

What it means is that largely the primary education is dominated by vernacular language and only as one proceeds to higher education that English seems to

take centre stage. Only those who go on to enter higher education and do a good job of their studies benefit from English. But as mentioned earlier, this percentage of students entering higher education is 15 % or around that, and it means that around 85 % have no access to English as a medium of instruction. If this is the gap we have to bridge, it is apparently unbridgeable. Even if succeed in bridging the gap, one wonders, at whose expense? The vernacular languages? English is the language of social aspiration but is it the only way of addressing the social aspiration? Education provided in English has its own issues that the employment-centric debate of education is not yet ready to take into consideration.

Equity and English

In a country defined by diversity and its resultant complexity, the term is equity is a glamorous term to use as one would find myriad examples of inequity and inequalities. The idea of equity derives from the collective desire for justice for all- the notion that all should have equal opportunity and resources. Probably, it is not unfair to have such an idea of fairness. Hence, the perception is that we shall be able to bring about fairness through English. Since Macaulay days, English education has been subjected to severe debate, and intellectuals and education thinkers have vehemently argued against the un-fairness and in-equity inherent in English education and now we have come to a day when we are proposing to bring about equity through English, may be social equity but intellectual, cultural and societal inequity will remain under threat in the process. Votaries of pro-employment brand of education argue that a large number of companies are coming in India and we must overnight acquire proficiency

in English. The counterargument this is that India is an economy that largely functions within itself, consuming of what it produces. The question of English is not so much of a life-and-death situation as it is made out to be, even if it is, let us consider similar scenarios in the world-many of the powerful economies prefer to deal in their own language. There is nothing against learning English even if it is for the sake of employment but let us not get carried away by good-looking arguments which stand on a false footing. If economic progress is the only priority, one may tend to agree with the idea of equity and economic equity to be precise at any and every cost. But the question of economic equity through English cannot be at the cost of disregarding the regional languages. May be, what we are proposing may lead to economic equity and linguistic, intellectual and cultural inequity. David Graddol puts it succinctly:

“India is home to what is probably the most complex society in the world-complex not just because of its size, but because complexity seems to be in its DNA, reproduced in a fractal pattern from national to local village level, Indian society embraces some of the most modern, hi-tech fuelled, global-travelling lifestyles alongside the most abject poverty. In the cities of India, it is possible to experience many centuries of urban development on the same day. Within this complexity grows the English language; implanted in colonial times, and argued over ever since. Many complain that English has created one of the biggest social divisions in an already divided society-between those who can speak English, and those who cannot.” (*English Next India*, 9)

Empowerment and English

Education is meant to empower the masses. But in a country where only 15 % enter higher education and 90 % people work in unorganized sector, education is at the most on the margin. In such a gloomy scenario, when education is barely able to remain relevant, to add to it, it is extremely expensive and hence out of reach for many who wish to pursue it. In all, masses that should benefit from education do not pursue it. Empowerment through education is still a dream unfulfilled. Now, when one talks of empowerment through English, it has a semblance of sense and a lot of complexity. The first question is, who is to be empowered? The undergraduates or postgraduates? The school goers or school dropouts? If all of them, then it is a tall order. The second question is, who will empower? The government, of course. But then, the government's track record of empowerment is poor. Policy papers that they churn is the best that they can do and even these policy papers reflect flawed vision of empowerment because language policy in India has left a lot to be desired.

The third inevitable question is, how shall we empower through English? When there is an absence of policy and infrastructure, the idea of empowerment through English is a mere lip service to the demand of English. Some actually argue that it is English and other Indian languages which first need to be empowered as there are fewer speakers of English and those who go on to pursue higher education, might just disempower their own mother tongue.

The idea of empowerment through English is a huge, nation-encompassing project. Without a long term vision, policy and proper implementation, it will merely

serve as a topic of academic discussion at conferences and symposia. Empowerment of one language at almost the cost of another is also a question of 'equity' that we need to address. Even when one talks of policy changes for English, there should actually be policy changes for English and other Indian languages. The first thing to do would be to empower ourselves to think properly on the idea of empowerment through education and English.

The Complexities of English

The complexities of English in India are many and varied. In a country which is largely uneducated, the question of English is relevant and irrelevant at one and the same time. It is relevant because education is not there, let at least English be there. But it is irrelevant because if there is no policy for the languages such as Sanskrit and other Indian languages which are a part of rich cultural and intellectual traditions, policy regarding English alone will not bring about equity or empower the masses.

As Madhav Chavan, President and CEO, Pratham Education Foundation, argues:

There is something about the way you do business which comes from your own earth, your own soil, your own wisdom, which is carried in your own language. I see a lot of people in the urban Indian population, young people, who actually have no roots whatsoever. ...they really don't know India and who the rest of India is, what they say and why they say it. They have completely lost the Indian idiom. Which is not a good thing to happen. So, while English is a desirable thing to have, we must ask this question as to whether India's first language is going to be English, or second language or third

language or is it a language of choice whenever you want it. ... I am afraid sometimes, that India is so dominated by people who can speak English and who cannot speak any other language. I don't mind if it is dominated by people who speak two or three languages.

We are too busy being flat with the rest of the world. Of course, you can go to New York and speak all the English you want – American English. But when you deal in India, to make your Indian population comfortable, I think it is possible for corporate India to speak Indian English, or Hinglish, and say 'this is who I am'.

<http://englishnext.in/12>

The idea of employment as equivalent to empowerment may not suffice to present the big picture.

The contradiction of school education being dished out in regional languages and higher education mostly in English is worth some good research. English as a second language is tolerable but over-insistence on English at any cost, even if it means adverse effect on other regional languages is privileging an alien language for languages of our own. The languages in India are becoming extinct, the case of Bo language is the most recent one, hence fresh in our memory. Other languages also require nurturing for cultural and intellectual reasons because we should not privilege a language such as English purely for employment-centric rationale.

Lead Out:

In a country in which, people mostly deal in their regional languages and the economy is fairly sound, the English project for entire India seems a little too much. Metros operate with a lot of English mixed with Hindi or whichever is

the regional language but India consisting of small town and villages function purely with the help of their respective regional languages. English-for-all is a sort of generalization without much homework done regarding the India reality at the grassroots and empowerment and equity through English is misplaced optimism. Employment through English is a fine thought but only English will not help. Policy for employment through English is a monologue. However westernized we may become, dialogue is our tradition and a dialogue with other languages and their concerns may lead to better and finer thoughts. Employment is not only a matter of English; it is many things put together, competencies that today's world demands. Issue of employment should be taken up with all other components rather than in isolation, only with English in mind.

Equity is a social, cultural and intellectual concept, not only an economic one. Empowerment is a western notion, its validity and relevance for the Indian reality requires a little bit of serious probing before we turn it into a major theme of national discourse, much less the item for policy framing. English in India needs to be understood in all its attendant issues and complexities. Celebrating English and privileging English are likely to prove counter-productive to our cherished ideals and goals – to take India to its rightful place in the world.

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A Glimpse of Afghanistan through the Best Seller Novel 'A Thousand Splendid Suns'

Bharti Rathore

There are some books which shake you completely and make you reflect on life and its situations. Recently, I read a book which made me shirk with different types of emotions like love, fear, hatred, repulsion, respect and disgust at the same time. The best seller book 'A Thousand Splendid Suns' is written by a truly gifted writer Mr. Khaled Hosseini who in this heart rending pathetic novel presents not only heartbreaking situations of a war-torn and devastated country Afghanistan but also with his master stroke marvelously presents a startling heroism of two women who pass their days amid gunfire, bombs fighting starvation, brutality and fear. Amid the tragic gloom of desperate tragedy, only silver lining is their loving heart which makes them survive the onslaughts of misfortune with heroism. Mariam, a personification of endurance and tolerance against the brutality of the society and her husband has enough valour and spirit left to not only oppose but also kill her husband who was going to kill his second wife in a mad rage of jealousy. The other girl Laila, a bright, intelligent and beautiful girl has to marry almost fifty years her senior Rashid due to the circumstances created by war. The girl fights injustice and brutality and narrow mind fanaticism of the male dominated society with courage and finally emerges a winner trying to bring the change in her motherland at her own small level.

Women in war torn Afghanistan:

The book presents a very dismal picture of women in Afghanistan. In the country where a person like **Jalali** can marry three times and give birth to ten legitimate and one illegitimate child. A father is not ready to accept his own child and his illegitimate companion has to end her life by hanging. A little girl of fifteen is married to thirty years her senior for the sake of honour. The same person **Rashid** again marries after twenty years with a small child of fifteen years Laila. This is country where beating wives is considered family affair and no body intervenes. In the same country women have to wear Burka when they go in public. They cannot travel alone. They are not given opportunity to study. They are not allowed to work. Even the doctors have to operate wearing burka.

Religious fanaticism and Bigotry:

Women in the country are tortured on the name of religion. The officer declares that one man's evidence is equal to two women's evidence. Religion is quoted in support of not providing women opportunity to learn, to work and to move independently. Religious fanaticism makes even the heroic women to bow down before the irrational rules laid by them. Even the lady doctor and rebel teachers are shown as wearing burka(a veil covering women from head to toe).

Bharti Rathore, Assistant Professor, Waymade College Of Education, Vallabh Vidyanagar

Deplorable Status of women:

The book realistically presents that most of the rules and regulations are for women as men do not have to cover themselves. They can marry at will at least four times according to law, marry much younger women, beat them mercilessly. If a woman is found having illicit relations she is lashed where a man can be made free after apology. A man having relations out of wedlock is not criticized much whereas the woman is considered doomed in the eyes of the society. She has to pass a solitary and secluded life. Her children are called harami (a child having no legal father) as it is presented in the case of Mariam and Nana.

Condition of Women under changing Governments:

The novel portrays *the* realistic picture of women under changing rulers. Women in Afghanistan acquire certain freedom of study and work under Communist government but again under Taliban rule there are strictest restrictions and control faced on women. It is really pathetic to see the little Aziza staying in the orphanage and doing the domestic chores. The teacher of the orphanage wants to teach the girls but girls have to hide their books when they fear the approach of Talibanis. Even the educated girls have to wear hijab. Doctors operate wearing hijab. They cannot walk alone without accompanying by any male. It is why Mariam and Laila are caught at border and sent back to their brutal and callous husband. Laila is also again and again beaten by the security men for going alone to meet her dear darling daughter.

Women as Internally Powerful Beings:

The beauty of the book lies in the inner strength and fighting spirit of two main characters of the book. Mariam ill treated by the society, rejected by her father, brutally dealt by her hot tempered and impulsive husband endures all the tortures patiently without opposing but when it comes to save the life of her dear daughter like girl Laila , she courageously and dauntlessly opposes her husband and even kills him. She also possesses enough moral courage as she refuses to escape with Laila but accepts the entire fault herself. She readily accepts the death sentence awarded to her. Laila also reflects the same never to die spirit as she first opposes Rashid when he wants to put her daughter in orphanage. Then she goes to meet her in the orphanage spite of the dangers lurking on the road in the form of security persons. She even tries to escape along with Mariam and Aziza but unfortunately her bid fails. At the end of the novel Laila leaves her comparatively safe and secure life with the love of her life Tariq to serve the people of Kabul. She does social work to improve the dismal future of the children of Kabul. Like her father she believes that Kabul is the place having a thousand splendid suns.

Legal Rules against Women :

In the male dominated society certain rules are made to make the women weak and vulnerable. Some of these rules are:

A woman is not equal to man as evidence of two women is considered equal to one man in law.

No body can raise a voice if the husband tortures or brutally ill treats his wife as it is his private affair.

A woman cannot get education.

A woman has to wear hijab when going out.

A woman cannot walk on the streets without any male companion.

The in-depth study of the book and its critical analysis made me think that of the pathetic condition of women because of the legal rules and social set-up in war torn country Afghanistan. Due to religious fanaticism and bigotry women in Afghanistan had to suffer innumerable misfortunes and difficulties. Condition of women under changing governments and

rulers becomes bad to worse. Women have to suffer irreparable attack on their self respect and honour when they are deprived of basic human rights. Women living in the condition of extreme deprivation suffer emotional and physical damage. It is really shameful that in so –called advanced and progressive age women are denied their basic rights of freedom and education. They have to pass a real inhuman and beastly life due to social, economic, religious and social pressures.

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Mobigam Project: Workshops And Field Visits In Gujarat, June 2013

James Simpson, Atanu Bhattacharya, Richard Badger, Sunil Shah

Mobigam is a collaborative project funded by the British Academy, between School of Education, University of Leeds and H M Patel Institute of English Training and Research and other Higher Education institutions in the state of Gujarat. The *Mobigam* project is aimed at studying the use of mobile technologies across different sections of society and the role multilingualism plays in negotiating and interacting with established social and cultural structures in Gujarat, India. The project also investigates the possibilities of mobile technologies to challenge, and sometimes subvert, social and economic inequalities that may be entrenched within a larger paradigm of globalized education system.

There is broad recognition that while mobile use is spreading rapidly across the state of Gujarat (as with other parts of India and indeed globally), there is little understanding of how these technologies are used, what patterns of use exist across which dimensions of variation, and what people's specific language and literacy practices with mobile technology look like. Empirical research aimed at gaining an understanding of these issues will provide a basis upon which recommendations could be made to formulation of policy in Gujarat and other developing contexts across the world.

As a part of the *Mobigam* initiative a second series of research methods workshops and field visits were organized in different districts of Gujarat(Bhavnagar, Anand, Kutch , Surat and Navsari) during the month of June, 2013. Our aim in the workshops was to ascertain the feasibility of research into the use of mobile technologies in Gujarat, to determine the scope of such research, and to develop research capacity amongst staff and students in Higher Education Institutions across the state.

Bhavnagar (June 19-20, 2013):

The trip to Bhavnagar for the *Mobigam* project was fruitful in many ways. The research team made progress on the twin aims while there: we conducted the first of the June research methods workshops, and we developed our ideas about the forthcoming project, thinking especially about research sites and potential cases. The workshop at the Department of English, Bhavnagar University went well. We began with a description of the



Mobigam work to date and a discussion about our proposed next phase, the larger project to come. We then worked on questionnaires and surveys: we led a productive session where we critiqued our pilot survey instrument. The session on research interviews straddled the lunch break, and the afternoon continued with an examination of SMS data. In the last session we invited participants to consider our proposed research sites and potential cases. This produced a wealth of discussion and helpful information that we will use



to formulate the next project bid.

We also had illuminating visits to three villages, set on the coastal plain around 35 kilometers south of Bhavnagar, where we talked to local people about their day-to-day use of mobile technology. In the village of Lakhanka we met members of the Lakhanka Education Development Committee, a grass-roots organisation of around 70 villagers, set up a year ago to encourage and support children in the village in their attempts to gain access to secondary education.

Members of the committee recognise – from their own experience and their knowledge of the experience of others – the

difficulty some children in the village face when making the transition to high school. They support and encourage children to continue their education beyond Standard 8, the end of compulsory education. For us, it was particularly relevant that all the activities of this community-based movement are coordinated via mobile phones:

- They arrange committee meetings via SMS.
- They have developed a database of mobile phone contacts among key contacts in over 50 schools in the immediate area, some of which have particular specialisms.
- They draw on that database to arrange, by phone and text, meetings between potential students and teachers.
- They photograph their meetings using their phones and post the pictures on the social networking site WhatsApp, providing a visual record of the meetings primarily for the benefit of committee members who can't attend.

They have ambitions to extend their activities further into social networking and a web presence, which they will use as a platform for spreading the word about what they do.

Vallabh Vidyanagar(June 21, 2013):

The workshop at the H M Patel Institute of English Training and Research was a successful one . We started with an introduction to the *Mobigam* project which was then followed by sessions on *Data gathering: Survey, interview, Semi-*

structured interviews: Design, process and analysis, SMS data analysis and Research sites . During the workshop some very pertinent questions about research tools, research sites , case studies etc. were discussed.

Adipur, Kutch (June 23-26, 2013) :



After the workshop at H M Patel Institute of English Training and Research ,Vallabh Vidyanagar , we were in Kutch for a research methods training workshop at Tolani College of Commerce in Adipur, in the Northwest of Gujarat.

We also visited the village of *Gandhi ka Gaon*, near Khavda, in the north of Kutch. It's so far north that it's on the edge of the Rann of Kutch, the vast salt desert that encircles the region and stretches off to



the India-Pakistan border. We went there hoping to identify a potential case study site.

Gandhi ka Gaon was certainly interesting: its inhabitants are second- and third-generation descendants of migrants from Rajasthan. Now settled, they work in their village at various handicraft jobs – carpentry, embroidery and the like. One thing that concerns them is that although they make a reasonable living from selling the things they make, they are aware that many of those who buy directly from them go on to sell the works at inflated prices in the region's capital Bhuj and beyond. They are in the process of setting up a website which will – they hope – enable them to sell directly online.



Surat and Navsari (June 27-28, 2013) :

The last workshops in this series took place at the Navsari Agricultural University, Navsari. A day before the workshop we visited embroidery factory and interacted with the owner whose native place was Bhavnagar and the workers, mainly from Bengal, but also from other states in the north and east of India. The few women who work there are from near Surat and commute from home. There were clearly some interesting migration



patterns involved here, particularly (for us) the inter-state movement from Bengal to Gujarat. The attraction of Gujarat is clear: the supervisor told us that wages are around a third higher in Gujarat than for similar work in Bengal. The usage of mobile technologies among this group also threw up interesting patterns. While the migrant worker group use it mostly to form networks that could facilitate more people from Bengal to migrate to Gujarat, the owner mostly used it to supervise what was happening in his factory.

Later in the day we visited the diamond polishing factory. The owner was also from Surashtra: migration for some from that area is something of a success story, economically at least. The people working in both the embroidery factory and the diamond-polishing workshop appeared to consider their use of mobile technology banal and every day, hardly worthy of comment ('everyone has a mobile phone'). Our sense is, though, that they are quite heavily implicated in the patterns of migration for employment, in enabling people to line up work in a distant place before travel, and also allowing the employers and their delegates to find people to work there. Literacy, including the literacies that are mediated electronically and with mobile technology,



is implicated somehow, deeply embedded in people's everyday practices. It is possible that a study of these everyday practices, commonplace and – for their participants at least – un-noteworthy as they are, will provide insights into how, if at all, mobile technology is affecting patterns of inequality. Barton and Lee remind us in their recent book *Language Online* that literacy studies 'often has the everyday as the starting point and enables a discussion of the blurring of the domains of work, education and everyday life' (2013: 12). This extends of course to the events and practices where mobile technology is involved.

Mobiles and Mobility:

The June, 2013 Workshops and Field Visits have helped us think about the different types of migration patterns in Gujarat, and considering integrating migration as a central construct in our future research. Migration connects with the other things we're interested in. Nomadic migration, rural-urban migration and migration from the tribal areas to the cities, migration from outside the state to within the state, and other sorts of migration, e.g. students who migrate weekly or termly from the rural areas to the towns to study seem to have quite

a strong relationship with at least some of the areas of social exclusion we have discussed – for example social class, gender, caste (both within and outside the system). We think that from a government/macro-level/planning perspective this would be interesting as well, as the migration associated with globalisation is certainly on the radar of policy-makers. For example the Gujarat government is tuned into the idea of social mobility and frames itself as a ‘receiving state’.

So the question we asked earlier becomes a little more refined – looking at what mobile technology does and doesn’t afford for people who migrate, who might be subject to inequality and injustice in some way. This idea encompasses two types of mobility: mobile technology and people’s mobility. To return to our research question: *What is the potential of the use of mobile and networked digital technology to disturb, interrupt and otherwise challenge the established patterns of marginalisation and exclusion in Gujarat, India?* We suppose mobile technologies do have such potential in some ways. The job of the research would be to explore the technological and social issues associated with the use of mobile tools through the prism of migration: what do migrants’ mobile digital literacy practices tell us? Our starting point for empirical research then becomes: *How are mobile technologies*

implicated in current digital literacy and language practices amongst migrants across interconnected social and spatial dimensions in Gujarat? We can probably retain our plan developed in Gujarat in January of multiple, mixed method case studies: each case could relate to different types of migrants. Each case study could include broad brush quantitative work at its highest and most abstract scale: rather than an all-encompassing survey, the sample would be stratified to include specific types of migrant/migration, and tailored accordingly. Moving down the scales there could be intermediate level work looking at particular features of digital literacy (e.g. the texting practices of female students who migrate weekly from rural areas to cities to study). And at the most fine-grained scale, ethnographic work with individuals or small numbers of people within each case. This could be conceptualised as four or five case studies, organised as upside-down pyramids, with the quantitative work at the top and the in-depth ethnographic work at the bottom. This is certainly in need of stream-lining, but could conceivably enable us to answer our research questions in interesting ways.

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Rod Bolitho on Continuing Professional Development

Ms. Amita Unnikrishnan and Ms. Shubhangi Bhardwaj



Rod Bolitho, Academic Director, Norwich Institute for Language Education started out teaching English in Germany. He has been active in teacher education and trainer training for over 30 years. He has been consultant to a number of British Council projects since 1989, including the CBSE Curriculum Reform Project in India as well as the CPD Policy Dialogues and is currently involved in Teacher Education and Materials Development initiatives in Uzbekistan, Romania and Russia. He has authored many articles and a number of books, including (with Brian Tomlinson) 'Discover English', (with Richard Rossner) 'Currents of Change in ELT', and (with Tony Wright) 'Trainer Development'.

He was at the Waymade College of Education, an institution managed by the CharutarVidyaMandal, as the key resource person for the symposium on Continuing Professional Development for English Language Teachers and Trainers organized

in collaboration with the British Council on the 22nd of November, 2012.

The institution took this opportunity to interact with the scholar and learn more about Continuing Professional Development. Two of the faculty members of the Waymade College of Education, Ms. AmitaUnnikrishnan (AU) and Ms. Shubhangi Bhardwaj (SB), interviewed Rod Bolitho (RB).

AU– Thank you Sir for agreeing to talk with us.

RB – It's a pleasure.

AU – Sir, can you tell us a little bit about yourself? Where do you live in the UK?

RB – I live in Norwich, North East from London, about two hours. I work in the Norwich Institute for Language Education as Academic Director. I have been involved in training teachers and language teaching for about 40 years.

AU – Sir, you being an authority in the area of Continuing Professional Development, we would like to take this opportunity to talk to you about CPD and thereby learn a lot more about the same.

RB – That’s fine. Please go ahead.

SB – Sir, you have been working in the field of CPD for almost three decades now, please do tell me if I am wrong, how has your perception about CPD evolved?

RB – I think, first of all, from personal experience. While working in the area of language teaching, very often, one is exposed to new challenges and each new challenge contributes to one’s personal development. My first understanding of CPD, before anyone knew about the terminology, was my own professional development over the years. But because I have worked so much with teachers and so much on post graduate courses, I have seen so much of development in different ways in the people that I have worked with and those people and those circumstances have contributed to my understanding of CPD. It has been like a journey

AU - Could you please tell us Sir, how is CPD different from other in-service training programs?

RB – Yes certainly. CPD is a more comprehensive and all-embracing term. If I can give you an analogy, in a classroom when a teacher teaches and the students are supposed to learn, the teacher cannot force the students to learn, the decision to learn is with the students. It’s exactly the same with CPD. Teachers can go on a training course but whether or not they develop is an individual matter. As a trainer, I can’t force somebody to develop. So, CPD is a much bigger concept which refers to the individual and his response not only to training but every element of professional

life. There are many options in CPD just for example when you do some action research, observe a colleague teaching and give feedback to that colleague, attend conference, seminar, read books based on your area of work and learn from, it is CPD. Actually in-service training is only one of the options of CPD.

SB - The British Council has come up with CPD - Policy Think Tank in 2010. Can you please enlighten us with its objectives and how well has it shaped up, especially in India?

RB - It has been an initiative of the British Council, particularly in India. It is a result of a policy dialogue which was held in Delhi by the British Council involving employers, industrialists, teachers, teacher trainers and leading figures from society and academics, in 2010. At the end of the policy dialogue, the professional development of teachers in India was identified as a big priority because the definition of CPD within India is very narrow at the moment, in most cases. It is, in fact, restricted to in-service training, in most cases. Our objective of the Policy Think Tank was to broaden the vision of CPD among the teaching professionals in India starting out with language teachers but not restricting it to language teachers. And also we decided very earlier to disseminate ideas about CPD putting together the research papers, case studies, experience reports about CPD, that’s the major objective.

AU - CPD does not always happen. Which factors, do you think, drive professionals into CPD?

RB – There are both top-down and bottom-up factors. Sometimes the motivation comes from the top and this happens when there is annual review

or appraisal of teachers and when the principal or the head insists on updating oneself in some aspect of one's teaching. Or if you are in a certain state or region where the examination results are not very good, then the authorities may demand training of teachers. The top-down pressure is always there in education to improve quality because CPD is associated with quality. The bottom-up factor is also there. Teachers are professional people and they are usually well aware if something needs to be updated. Reflection is the main part of CPD which helps teachers to think about what they need to do in order to improve on their teaching. The best results come when both top-down and bottom-up forces meet.

SB - How important would you say is teacher networking for CPD?

RB - Teaching is quite an isolated profession. When you are in your classroom, on your own with your students, you don't have another teacher to help you or talk to, you have to survive like that. Sometimes it is extremely difficult for teachers to escape from this isolation because not every school has a healthy staff-room atmosphere. Teachers need to talk about their teaching in order to reflect on it and that means having a social dimension to their professional learning. For example, networking which is provided by the British Council's website, www.teachingenglish.org.uk, where there are discussion threads, opportunities for reading and exchanging ideas. Teachers are all adult learners and they learn best in the community of learners. Some teachers can do it alone but most teachers are social beings and they like to learn in groups. So networking is an extremely important dimension of CPD.

AU - If it is said that pre-service training is an important precondition for CPD, would you agree with it?

RB - I certainly would because the seeds of lifelong learning, career long professional development are sown during a good pre-service programme. But pre-service teacher training program is only a beginning, only a certificate to continue learning. So it is the responsibility of good teacher educators to instill in their teacher trainees this bug, virus of continuing professional development. The best way to do this is to promote reflection, to build in the B.Ed. programme the basics of classroom action research. Otherwise there is a danger that they would start seeing the qualification as the end in itself.

SB - Sir, how valuable is this programme (the symposium) in terms of teacher education in India?

RB - We have been trying to speak not only to classroom teachers but also to programme directors, school principals, education authorities, etc. So, we have been trying to reach out to every level of the system in India with the ideas that are being propagated by the Think Tank group and through the publication which we are launching at Waymade College of Education. I hope it's going to have a multilevel impact but of course that will only happen if people are ready to carry the torch because very small group of 16-17 people have been involved in the Policy Think Tank but in order to have a real impact the ideas need to be carried and multiplied.

AU - Thank you Sir for sparing your precious time for us and for answering all our questions so well.

RB - It's my pleasure.

ABOUT H. M. PATEL INSTITUTE



The Institute was born amidst a raging controversy in Gujarat whether English should be introduced in Class V or in Class VIII. In the early 60s, most English teachers in Gujarati medium schools did not have English as their subject of specialisation. It was at this time that Shri H. M. Patel established this Institute in 1965 with the primary objective of preparing a cadre of well-trained teachers of English.

A special feature of the Institute is that unlike other English Language Teaching Institutes in the country it offers a range of per-service professional courses as well as in-service training programmes. The Institute is actively involved in producing textbooks, handbooks, audio-visual as well as computer-based materials, radio lessons, and also designing syllabuses. Besides, the Institute offers its guidance and academic expertise to various other Institutions and organizations in and outside of Gujarat. Today, it serves as the Institute of Advanced Studies in Education (IASE) in Western India, covering the states of Goa, Gujarat, Maharashtra and Rajasthan.

The Institute started with a B.Ed. Programme in English and ever since it has been steadily growing with the addition of several other programmes such as self-financed M.A. [ELT], M.Phil. [ELT] and a Ph.D. [ELT], which have been a great success.

Besides these programmes, the Institute has regularly been conducting in-service training programmes for secondary and higher secondary teachers of English in Gujarat. The Institute trains a minimum of six batches of teachers every year. The In-Service

training programme is basically a need-based programme, focussing on the specific requirements of the secondary and higher secondary teachers of English in Gujarat. Its main objective is to raise the English proficiency level of the teachers and to enable them to handle the prescribed textbooks more effectively. Hence, it trains teachers in all the four skills, covering areas like phonetics and spoken English, grammar and written English, classroom techniques, preparation of teaching materials, etc. It includes other features like project work, peer teaching, and computer education as well. With the feed-back provided by the participants, the faculty constantly reviews and updates the course content to meet the changing requirements of the English teachers.

The main objective of this Institute is to build a cadre of well-trained and proficient teachers of English, to raise the general standard of English teaching in the state, and to undertake research projects in ELT in the region and to prepare suitable materials to be used in schools and colleges. Hence, the Institute lays emphasis not so much on classroom lectures as on interactive sessions through seminars, tutorials, group work, guidance classes, library and laboratory and Computer Assisted Language Learning (CALL) sessions.

The Institute has a rich library with an excellent collection of over 30,000 books in the areas of ELT, literature, linguistics, education, etc. It has a 28-position audio-active computerized language lab and a studio complex consisting of video-recording floor, Audio studio and a Recording-cum-Editing cabin. The Institute has now introduced computer education in order to keep the students up-to-date on the latest developments in multi-media packages of education.



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