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# **NUML RESEARCH MAGAZINE**



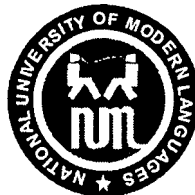
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**Volume I, 2009**

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**Editor's Note:**

NUML Research Magazine, a scholarly research publication approved by the Higher Education Commission of Pakistan, is published under ISSN 1814-2877 by the National University of Modern Languages Press Islamabad, Pakistan. It publishes research papers contributed by national and international scholars and researchers on the regular basis biannually. Contributions are put through a double blind peer review process (with at least one foreign peer review) before they are accepted for publication. Contributions are duly abstracted and indexed by an international abstracting agency, CSA, USA.

The editor invites scholarly research papers from national and international researchers in related fields of education, international relations, language literature and culture of twenty-seven Occidental and Oriental languages taught at the National University of Modern Languages, Pakistan.

Research Papers/contributions written in English are considered for publication.



**Investigation and Research on “Adverb of Degree  
Modifying Noun” in the Chinese Language**

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**ABSTRACT**

The “Adverb of Degree (ADVD) Modifying Noun” in the Chinese language has developed a new in the recent 30 years. This article gathered 158 examples of this phenomena, counted the frequency of utorialization and found that there are 2.4% sentences which use the ADVN modifying noun. The writer analysed the grammar features and the existing reasons of this language phenomena.

**Key words:** Frequency of Utilization; Nominal Morpheme; Scope calculations.

Generally it is mentioned in traditional books on grammar and textbooks that the adverb of degree (ADVD) can modify adjectives and verbs, but can not modify noun. In factual usage of language, there are a lot of examples of the ADV D modifying noun. For example:

(1) 党员燕和蔚工作很模范。

\*Yan Hexin, a member of Chinese Communist, work is very ideal .

(2) 小颜 有时候你太感情了。

\*Xiao Yan, some time, you become very impulse.

(3) 走正步, 比军队还军队。

\*He walks like army man more than army man.

The above examples are limited only to the usage of ADV D, and if added to other adverb- modifying nouns, then it would be like the case mentioned by Mr. Zhang Jing who says “considering their number, it is absolutely not a very special phenomena”. This article only discusses the phenomena of ADV D modifying noun, and for this purpose, 158 sample sentences were collected having nouns modified by ADV D.

### 1. Frequency Statistics

First of all an analysis was conducted on different styles of writing to find out the number of nouns that are generally used in newspaper editorials, articles of general sciences, colloquial and

literary language. Four thousand high frequency usage words were chosen and analyzed. Among these words nouns that appeared respectively are 28, 32, 34, 36; and they constituted 25%, 28%, 30%, 32% respectively of the total number in the sample sentences.

It was found out that in the different styles of writing the difference of utilization of the ADVD modifying noun structure is not very big. On the other hand the proportion of noun in the sample sentences of different styles of writing is not very high; it is at the most only 30%. Although the phenomena of ADVD modifying noun does exist, it is not a very common phenomena.

Frequency of utilization can be judged from two angles. Firstly to see that how many nouns and adverbs of degree collected from these examples is high frequency words; secondly, among a certain amount of language material how many examples of ADVD modifying noun emerge.

Firstly, I calculated as to how many nouns can be drawn out from 8000 high frequency and high degree of utilization words. Frequency of utilization and degree of utilization are two different concepts. The main difference between these two is the degree of utilization that not only indicates how frequently a word is used, but also examines its scope of utilization. Hence, from a certain point of view the degree of utilization can better indicate whether a word is commonly used or not.

Through statistics among the first 8000 words whose frequency of utilization and degree of utilization is very high, I picked out 62 nouns and they constituted 55% of the total nouns in the sample sentences, only their sequence is not exactly the same. For

example, the word 兴趣 in degree of utilization has the ranking of 1735, and in the frequency of utilization is ranked on 1798. The individual ranking of the word 物质 is 925 and 78. It can be seen that there are more than 50% nouns that we collected within the first 8000 words for both their frequency of utilization and degree of utilization. This indicates that among the nouns that come under this structure more than half are commonly used words. This is not a very high proportion and it shows that a noun whether its a common noun or not is not a primary element to enter this structure.

Opposite to the noun, the frequency of utilization and the degree of utilization of ADVD are comparatively higher; the degree of utilization and frequency of utilization of 22 adverbs of degree is ranked above 3500. It is far more than the frequency of the utilization and the degree of utilization of nouns.

I conducted small scope calculations about a certain amount of material to find out the number of ADVD modifying nouns. I randomly picked a book named 《小说月报》(1997.6) and conducted calculation of some 200000 words of it; if every sentence had an average of 20 words, then there were at least 10000 sentences. Among these 10000 sentences there were 643 sentences having ADVDs. Among them, adverbs of degree mostly modifying adjectives, there were 502 sentences and constituted 78%; 118 modifying verbs which constituted 18.3%; 7 modified the subject predicate phrase and constituted 1.1%; there was only one example of reduplicated adverb of degree which constituted 0.2%; and adverb of degree modifying noun were 16 in number and constituted 2.4%. This proportion is neither big nor an

extraordinary phenomena. We can see that the words modified by ADVD-the adjective are the largest in number; then comes the verb, and noun takes the third position. However, these 2000000 words were taken from a literary piece of work and the scope was narrow and cannot be said to represent the material of other styles of writing. The reason being previously we have taken many examples from the literary works and if we carry out the calculation of all the styles of writing than the proportion might drop down.

## 2. Grammatical Characteristics

I have conducted the analysis of ADVD and nouns and found the following characteristics:

Firstly there are only 有点 and 有些 which express the weak degree. All the rest express the strong degree. We consider that when a noun is modified by ADVD, it not only places emphasis on the noun itself but on the difference of the characteristics, for example when we say 很日本, it means a person who behaves like a Japanese, bows himself in respect, who does not express his views boldly or directly, so 很日本 indicates that a person possesses a lot of the above mentioned Japanese qualities; 很阿Q means a person having a lot of quality of 阿Q, i.e. “the self-consoling spirit”, hence the difference in the degree is not important, and the degree of adverb has reduced, but the ADVD modifying noun in any case expresses the state of degree. If a lighter ADVD is used, and the difference of degree is reduced, the difference is hard to express, therefore the adverb expressing a stronger degree is necessary to indicate the real difference of degree.



Second, there are 18 absolute adverbs of degree, and 6 relative adverbs of degree. The famous linguist Mr. Wang Li on the basis of these significances has classified the adverbs of degree into two types, i.e. absolute ADVDs and relative ADVDs. The absolute ADVD expresses only the general and independent degree, whereas the relative ADVD expresses the noun of degree through comparison. In other words, it can be said that a relative ADVD while indicating degree has a comparative nature. For example, 她更漂亮( she is prettier) , the word 更 itself indicates that it has come through a comparison with the others. There are a lot of nouns which are modified by the absolute ADVD. They are 118 in number and 75% of the total, whereas there are only 40 nouns that can be modified by a relative ADVD. It means that the ADVD when modifying a noun mostly independently expresses the difference of degree rather than depending on the comparison.

Third, the noun is generally constituted by a nominal morpheme and adjectival morpheme. Among them are:

nominal morpheme + nominal morpheme: 表层 模范 市民  
文化.....59 nouns;

nominal morpheme + adjectival morpheme: 技巧罪恶 .....2  
nouns;

adjectival morpheme + nominal morpheme: 白话 傻瓜 淑女  
专业.....21 nouns;

The total number is 86, there are some other structural types mentioned below:

nominal morpheme + functional morpheme, for example: 父性

adjectival morpheme + functional morpheme, for example: 傻子,

nominal morpheme + verbal morpheme, for example: 前卫

verbal morpheme+ nominal morpheme, for example: 流氓

verbal morpheme + verbal morpheme, for example: 营养,

verbal morpheme + functional morpheme, for example: 耐性

nominal morpheme + numerical morpheme, for example: 瘪三

numerical morpheme + nominal morpheme, for example: 四海

pronoun morpheme + pronoun morpheme, for example: 自我

.....

A noun is also expresses the following characteristics, i.e.

the dissyllabic noun holds the most part; they are 104 in number and constitute 80% of the total; there are only two syllabic nouns, the rest are trisyllabics and polysyllabic nouns.

1. Abstract nouns are more in number than concrete nouns. However, the proper nouns are less in number. There are 69 abstract nouns, 55 concrete nouns and 7 proper nouns.

2. Compound words are more in number, and the single-morpheme words are only loanwords, such as 奥地利, 洛克菲勒 and 维纳斯, and syllabic nouns only 狼 and 山

Fourth, the sentence where an ADVD modifying noun is used as a sentence element, is mostly used as a predicate, for example:

(4) 你爸爸可太奥地利了。

\*Your father is too Austria.

There are altogether 84 examples. As the famous grammarian, Mr. Zhao Yuanren says “adverb modifying noun or nominal words used as predicate” are all very logical, but besides being used as the predicate, ADVD also can be used as other elements of sentence as well.

Used as adverbial modifiers: there are altogether 12 sentences, for example,

(5) 他躺在床上不大能动, 但很感谢地把一本新印的《续集》送给我。

\*He laying on the bed can't move, but very kindness give me one new published 《Xuji》.

Used as an attribute: there are altogether 34 sentences, for example,

(6)

选购仅是最表层的行为, 通过接触其他的“人”和“物”而重新发现, 塑造自我才是游览步行道的实质。

\*Shopping is only the most appearance behavior.

Used as an object: 18 sentences altogether, for example,

(7) 她依然是那么风采 那么水灵 依然那么妩媚地笑。

\*She is still so live.

Used as a complement: 7 sentences altogether, for example,

(8)

这些强悍的父性的特质使她又敬又畏, 而在长期的寡居中她也变得很父性了。

\*She also becomes very fatherish.

### 3. Rational Proof

No matter how people evaluate it or analyze it, one has to admit that the phenomena of an ADVD modifying noun does exist objectively.

#### 1. Rationality of Existence

Functional linguistics considers that the most important function of a language is to transmit messages and exchange ideas. When one speaks his thoughts are transformed into words and expressions including all that one has felt, seen, thought, or intends to do. While listening the words and expressions are transformed into thoughts. One tries to grasp the actions, feelings, perceptions, thoughts and intentions of the speaker.

Functionalism and the information theory view communication as a transmission of message by a writer or speaker. The listeners or reader receive the message through language. The process of communication is coding, transmitting, passing, receiving and decoding. It can be explained by the follow diagram.

(writer                      or                      speaker)

coding→transmitting→passing→receiving→decoding(listener or reader)

feedback

At least two conditions should be met, only then a message can successfully be transferred. Firstly, the linguistic code must be mutually understood by speakers and listeners. Secondly, the writers and speakers must use the accurate code; only in this way there is the possibility that listeners or readers can decode it. When a certain message has been passed on through coding, transmitting,

sending, receiving, and decoded by listeners or readers, it proves that the process of passing of information is successful. In other words, if a spoken or written sentence is understood by listeners or readers, it means that the speaker has successfully handled the language.

(9)

书里的情节热闹，他讲得又比较激情，所以瞌睡虫勉强能从我们眼皮子里驱除。

\*He speeches very excitement.

(10)

玩双目对视的游戏，玩谁嗑瓜子吐皮快等，但都属于很朦胧、很小儿科一类。

\*These games belong to the kind of very childhood.

We do not take into consideration whether it is vividly used, erroneously used or omitted, these two sentences, we can easily understand their implications. In example (48), 比较激情 means full of emotion, strong feelings; in example (130), 很小儿科 means a very low level and not worth mentioning.

An ADVD modifying noun can generally easily be easily understood. This indicates the meaning (messages/informations) has been passed on by this structure successfully, which means that there is a real possibility of the existence of such a structure.

A language keeps on changing and developing, "at any time, a language not only possesses a certain system, but also a certain evolutionary development; it is a rule in force and outcome from the past. Grammar being the very important constituent element of a language also continuously undergoes development.

In comparison to the Indo-European languages, the Chinese language lacks the morphological changes in a strict sense, a word used on a similar position as in Indo-European languages has more flexibility and freedom; this has provided room for the development of the Chinese language. For instance, the word 是 in ancient Chinese was a pronoun, for example, 知之为知之, 不知为不知 是知也。(《论语》), sometimes also used as an adjective, for example, 自以为是(《孟子》). But in the modern Chinese language, it has changed into a verb. Thus theoretically, the evolutionary development of a language provides the possibility of the existence of the structure of an ADVD modifying noun.

The verb and adjective can be modified by ADVD because of their discrepancy of degree. The noun indicates a person and object, and also has a discrepancy of degree; there is no harm in analyzing this phenomena.

The word 青春 according to the 《Modern Chinese Language Dictionary》 means i 青年时期 (youth); ii 青年人的年龄 (age of youth, mostly seen in early modern literature). The second meaning of the word 青春 is not in common use; we analyze only its first meaning 青年时期. The word 青年 expresses the period of life from fifteen/ sixteen years to nearly thirty years. The characteristics of this period of life liveliness, having a youthful spirit. So if a person at the age of forty, even fifty possesses some of these qualities can rightly be called as 这个人很青春 (this man is very youthful).

We have mentioned that a noun has a difference of degree, but this difference is not manifested outwardly; its difference of

degree is concealed behind a word; it is a sort of recessive discrepancy of degree. The discrepancy of concealed meaning is contained within the meaning of the word itself. The concealed meaning does not mean the extended meaning of a word, it belongs to the noun but not paraphrased in the dictionary. For instance, 绅士(gentleman) is supposed to possess the qualities of being noble, elegant, gentle, stylish, such qualities are concealed within the meanings of the word 绅士. The sense of a word has a strong generality; in the process of generalization many trivial characteristics are ignored. For instance, in the real world there are many kinds of apples in terms of taste, colour, shape and size. But in entirety only one name “apple” is applied to them, and it generalizes all the characteristics that an apple can possess. The moment we mention the word “apple”, we may at once imagine the qualities of an apple such as “round shaped, red or green, sweet or sour, having apple’s pit”, etc, however, these characteristics have the discrepancy of degree. This shows that when a word is used specifically, some of its generalized characteristics do have the discrepancy of degree. Hence a noun also can be modified by the ADVD.

## 2- Intelligibility

The factor of intelligibility is primarily manifested in the comprehensibility of the meaning of a word. For example, if the word 绅士 mentioned above is modified by the ADVD 很, we can easily understand that it means “very noble, elegant, formal and gentle”.

Mr. Zou Shaohua has discussed in detail in his article 《名词性状特征的外化问题》 the phenomenon of an ADVD modifying

noun. Besides this we can also give the following explanation: add a corresponding verb with the noun modified by ADVD, or add a corresponding compliment after the noun, its significance is similar to “ADVD + have(or other words) + noun (+other corresponding compliments). For instance, (48) 比较激情, it can be understood as comparatively aroused. (70) 十分女人, can be understood as having qualities of a woman. But this is about in the sense of the whole sentence, not equivalence in the semantic sense, nor in the structure of a sentence. From the structural point of view, 比较激情 can be broken as 比较激情 but 比较有激情 can not be broken as 比较有激情. It should rather be broken as 比较有激情. From a semantic point of view, 十分女人 is not the exact equal of 十分具有女人的特点, because the difference of linguistic environment can be understood differently, for example, 十六、七的她长得很丰满, 十分女人. 十分女人 expresses that this female child is very well brought up. 她走路的姿势十分女人, in this sentence 十分女人 means that a man walks swayingly and has a woman like gait. Whereas 十分具有女人的特点 has a very broad sense of meaning.

Intelligibility is also expressed in the comprehensibility of the inherent law of this structure.

Change in any language starts from the spoken language, spoken language changes quicker than the written form. Spoken language is mostly expressed in literary works' colloquial characteristics. Thus it is very natural to find ADVD modifying nouns in literary works and daily spoken language more than in political publications and popular scientific writings.

the inner structure of the noun is mainly based on “nominal morpheme + nominal morpheme”. This is the



characteristic of the modern Chinese lexics. The noun is mostly modified by ADVD and is constituted by “nominal morpheme + nominal morpheme”. They exactly tally with this characteristic of the modern language. The majority of the noun constituted with adjectival morpheme and fall into this structure also can be understood easily. Whether the hidden characteristic of the noun is evident and whether it is commonly identified by people is an important factor in deciding if a noun can be modified by the ADVD or not. If a part of the noun or the whole of it is constituted by the adjective morpheme, then the characteristic of the noun are more prominent, more outstanding. For example, the word 傻瓜 is constituted by “adjectival morpheme + nominal morpheme”, when people see this word, the prominent characteristic they at once know is that it means “stupid”. On the other hand, it is objective and is mostly modified by ADVD. A word constituted by an adjectival morpheme possesses the adjective component, no matter what the degree. Hence linguistically speaking people more easily accept nouns which are constituted by adjectival morpheme modified by ADVD.

From the examples accumulated, it is clear that the abstract nouns and concrete nouns are more in number, whereas the proper nouns are comparatively less. Generally speaking the abstract noun is the abstract perception of people about a thing. This is the generalization of the characteristic of that object. When people think about an abstract noun, they imagine the characteristics, at the same time the characteristics of the object can more easily acquire the unanimity. Therefore the abstract noun is more easily modified by the ADVD. The concrete noun is the name

of a certain kind of person or object. Though people may not grasp the entire characteristics of such a person or object, but they more or less grasp a part of it, therefore they can easily recognize the characteristics of a certain object. In this way the concrete noun can also easily come into this structure of a noun modified by ADVD. The proper noun is different. If a person or object is not very well known, people will not be able to understand its characteristics. Hence there is no way that this proper noun comes into this structure of ADVD modifying noun. Mr. Chu Zixiang and Mr. Liu Xiansheng have also discussed the similar point of view in their article, and said 很储祥 can hardly be understood by anybody, but 很雷锋 is not difficult to understand as a characteristic to be willing to help others for inner satisfaction.

### 3-Utilities

Widens the language function to express meaning

The main function of language is to communicate, to exchange ideas, to express one's feeling. People often cannot find an exact word to express meaning when speaking or writing. There are some things they want to say but cannot express easily. This shows that language also has limitations, or one can say people's understanding and usage of language has limitations. When the limitation influences people to express their emotion, feeling, ideas and intention, people will try to find some new and ways to better express their ideas.

(11) 37岁的克里斯婷来自瑞士。问她来中国做什么工作，她竟“很中国”地回答：  
：在邮局当干部。

\*She answered very Chinese.

“当干部” is idiomatic Chinese. It expresses Chinese habits and customs. But people cannot find out offhand what is the most prominent characteristic of China. The meaning of 很中国 is not very clear; it can fully express the meaning which we can easily understand but not easy to express. If we change 很中国 into 用很地道的中国话 or 用中国通常的说法, none is not as good as 很中国.

Mr. Zhu Yongyi when he was changing the phrase, for example

(12) 很精明和市会

\*Very shrewd and philistinism.

He found that it was not easy to change and could not find any suitable phrase to express. At last he had to change it into 精明而充满(带着)市会气地说. This indicates that an ADVD modifying noun can effectively express one's thinking and ideas.

has certain rhetorical functions

Rhetoric means to use language in such a way so as to make a maximum impact. In a concrete sense following are the main usages:

Simple Language and Rich Meaning

(13) 那时妻子在一所中学教书, 绝对淑女, 绝对贤妻良母样。

\*That time my wife definitely gentlewoman.

If we change the 绝对淑女 into 绝对是个淑女 or 绝对像个淑女, every type of expression would use two more words, and it is a very direct kind of phrase, not as brief as 绝对淑女. 绝对淑女 also has a rich meaning as well as expression and more rhyme.

- Novel, Vivid and Expressive

Language always seeks novelty and change. The ADVD modifying noun is the manifestation of seeking novelty and change. It makes language more novel, vivid, expressive and concrete.

(14) 婚后生活我不想多说 我只说他很个性。

\*I only said he was very personality.

很有个性 is the traditional way of saying, 很个性 is not only novel but vivid as well. It gives people a deep impression about the lady.

Lively and Humorous

(15) 严班长今天很官僚 完全不参加劳动。

\*Monitor Yan is very master today.

The reason of 很官僚 is 不参加劳动, this is a mountain out of a molehill, and makes one feel happy and humorous. Mr. Lü Shuxiang in his discussion, "Flexible usage of noun as adjective" mentioned this type of flexible usage which mostly carries a little humor in it. His point of view has logical.

Limitations (to be read as Conclusion)

Although we say language changes continuously, this change has provided the possibility of the ADVD modifying noun. But people need to go through a process to accept new objects and new phenomena. Linguistic habits force people to prefer traditional ways of using the language. Further more, there are more elements to restrict the broadening the scope of utilization of this structure.

among the many characteristics of a noun, there must be one or more than one prominent characteristics that represent it.

The moment we mention the word “army”, we can imagine the characteristics of strict army rules and obeying orders; the moment we see the word “hooligan”, we think about the characteristics of being engaged in indecent work and to commit evil deeds. Therefore we can say 比军队还军队 and 太流氓, but the words like 门框 and 桌子 hardly display a prominent characteristic. If a noun has many similar characteristics, then there is no way of using ADVD to modify it.

When some certain characteristics of a noun are comparatively prominent, the people definitely have a unanimous recognition of it, and only then the noun can enter into the structure of the ADVD modifying noun. For example, the word “bottle”, some people may focus on its length or roundness; some may notice that it is made of glass or plastic; some may even notice that it is of tea colour or transparent. Different people notice different characteristics of the “bottle”. Therefore the word “bottle” can not enter into the structure.

□ Due to the two reasons mentioned above, the phenomena of ADVD modifying noun can be understood only under a certain linguistic environment. If its usage is separated from its original linguistic situation or used individually, it is either hard or even impossible to comprehend it. For example,

(16) 他说: 对, 挺阴阳。

\*He said: yes, very Yin and Yang.

The meaning of this sentence can only be understood in its context. The context of example (15) is:

他是中国系统论的大师，却把阴阳讲得地地道道，可以把任何事情都扯到阴阳。……他后来在黑板上画了一个圈再打上一点在中间，粉笔还没来得及扔就高叫了：阴阳。……我要结婚，我这样对导师说过，他说：对，挺阴阳。我由此觉得北方话表现单一又滑稽。

\*He is master of Chinese system theory, but he explains Yin and Yang very clearly so that he said everything has relation with Yin and Yang.……I said to him that I'm going to marry. He replied "yes, very Yin and Yang."

A lot of temporary utilizations, hard-to-comprehend utilizations and dialect utilizations are most likely to be eliminated or rejected by people. The temporary utilizations “很四海” and “非常波浪”, hard-to- comprehend- utilizations “很格局” and “很年龄”, and dialect utilizations “很化学” are examples.

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# On Grammaticalization of “Yi (一)...Jiu (就)...” in Mandarin Chinese

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## **ABSTRACT:**

The symmetrical distribution of “Jiu (就)” and “Cai (才)” in “Yi (一) VP” clause and the sub-forms of “Yi (一)...Jiu (就)...” clause in Chinese both indicate that the “Yi (一)...Jiu (就)...” structure has not finished its process of grammaticalization. When “Zheme (这么)”, intensifier and adverb implying manner in Chinese, used before “Yi (一) V”, or when mental verbs such as “Zhidao (知道)” “Faxian (发现)” used after “Jiu (就)”, “Jiu (就)” and “Cai (才)” can be used symmetrically, and the “Yi (一)...Jiu (就)...” structure is less grammaticalized. The four sub-forms of “Yi (一)...Jiu (就)...” structure, which emphasize (A) point of time, (B) period of time, (C) condition, and (D) modal, constitute a continuum in their degree of grammaticalization, with A the most grammaticalized and D the least.



**Key words:** Yi(一) ...Jiu(就) ... Grammaticalization;  
Symmetrical Distribution; Sub-forms

In previous studies of the “Yi(一) V” clause, the “Yi(一) ...Jiu(就) ...” structure was often observed as a whole pattern. Classification of the various “Yi(一) ...Jiu(就) ...” structures and different verb forms after “Yi(一)” and “Jiu(就)” have been studied ((Lv Shuxiang 1980/1982, Wang Li 1985, Shi Guangan 1985, Xing Fuyi 1987/2001, Li Xiangnong 1994, Li Yuming 2000)). From the diachronic perspective, the “Yi(一) V” clause and Jiu(就) operated independently, which means there was no position for the Jiu(就) in “Yi(一) V” clause in the early Chinese. When later on Jiu(就) entered in the “Yi(一)V” clause, the grammaticalization of the “Yi(一)...Jiu(就)...” structure took place. (Ge Lisheng 2007) On the other hand, the various uses of the “Yi(一)...Jiu(就)...” structure are not grammaticalized along the same path. The main difference lies in two aspects: the symmetrical appearance of “Jiu(就)” and “Cai(才)” in the “Yi(一)VP” clause and the arising of the some sub-forms of the “Yi(一)...Jiu(就)...” clause.

#### 1. The symmetrical distribution of the “Jiu(就)” and “Cai(才)” in “Yi(一) VP” clause

Shen Jiaxuan (1999) holds that the two adverbs Jiu(就) and Cai(才) are opposite in meaning. Jiu(就) implies positive meaning, showing that the related value > reference value; while Cai(才) implies negative meaning, showing that the related value < reference value. Zhang Xu (1999) refers to the related value as semantic value in actual context, and reference value as semantic value in presupposed context. Zhang Xu (1999) holds that if the

speaker carries out an operation of unitization on the syntactic components that mark the actual context, the related value and the reference value tend to converge, and thus the evaluation that the related value is higher than the reference value is hard to make. In this condition, Jiu (就) and Cai (才) in the “Yi (一) VP” clause cannot be used symmetrically. The numeral noun Yi (一) in Chinese has a special function, which is unitizing the syntactic component that follows it. That explains why Jiu (就) can be used in the “Yi (一) V” structure while Cai (才) cannot be, e.g.

( 1a) 所以今年一到秋天小林就下定决心: 坚决不买大白菜。

Thus this year, no sooner did the autumn approach than Xiaolin had decided not to buy Chinese cabbage.

b) \*所以今年一到秋天小林才下定决心: 坚决不买大白菜。

( 2a) 同学们一走 我就买船票去南通。

Immediately after my classmates had left, I went to buy the tickets for Nantong.

b) \*同学们一走 我才买船票去南通。

The adverb Jiu (就) in the two sentences cannot be replaced by Cai (才). Yi (一) does not always imply unitization meaning. Shen Jiaxuan (2002) pointed out that Yi (一) is a special numeral noun in Chinese, with its main function implying a small quantity, although it sometimes implies a large quantity as well. Thus Cai (才) could be used in the “Yi (一) VP” structure only when Yi (一) is treated as a unit that can be reanalyzed into some sub-forms.

1.1 Symmetrical Distribution of “Jiu (就)” and “Cai (才)” in Apodosis

According to Xing Fuyi (2001), the usual form of the “Yi(一) ...Jiu(就) ...” structure implying protasis and apodosis (reason and result) is “Zheme yi(这么一) ...Jiu(就) ...”. We know that “Zheme(这么)” in Mandarin Chinese can be used before a verb or an adjective, imply the degree or manner of the predicate. (Lv Shuxiang 1980: 588, Linguistic class of 1955 and 1957 of the Chinese department of the Peking University 1982) If the “Zheme(这么)” in the “Zheme yi(这么一)V.....” structure implies the manner of the verbs (V), “Yi(一) V” can be divided into two smaller parts. As a result, “Jiu(就)” and “Cai(才)” can be used symmetrically in the “Yi(一) ...Jiu(就) ...” structure. E.g.

(3a) 我早就有百分之八十二点六的信心, 可是经你这么一说 我就有了百分之百的信心!

I had eighty-two point six percent of confidence for that matter, but immediately after I have heard what you said just now, I am one hundred percent confident.

b) 我早就有百分之八十二点六的信心, 可是经你这么一说 我才有了百分之百的信心!

I had eighty-two point six percent of confidence for that matter, but not until I have heard what you said just now, am I one hundred percent confident.

(4a) 我这么一讲, 大家的意见就统一了。

Immediately after I had said so, all the people came to terms.

b) 我这么一讲, 大家的意见才统一了。

Not until I had said so, did all the people come to terms.

(5a) 听张伯驹这么一解释, 齐白石就宽心了, 笑了起来。

Upon hearing Zhang Boqu's explanation, Qi Baishi breathed a relief and smiled.

b) 听张伯驹这么一解释, 齐白石才宽心了, 笑了起来。

Not until he had heard Zhang Boqu's explanation, did Qi Baishi breathe a relief and smiled.

“Jiu (就)”and “Cai (才)”in the above examples are all used symmetrically. Since “Zheme (这么)”in these sentences implies manner of the verb, the unitization function of “Yi (一)”are counterweighed, and the distance between the related value and the reference value thus increases.

The symmetrical distribution of “Jiu (就)”and “Cai (才)”in apodosis indicates that Jiu (就) maintains its original function of an implying modal. Thus we say the “Yi (一) ...Jiu (就) ...” structure has not been fully grammaticalized into a pattern.

1.2 Symmetrical distribution of “Jiu (就)”and “Cai(才)”when used as sensory Verbs in the “Yi (一)VP” clause

The main usage of the “Yi (一) ...Jiu (就) ...”structure is to express two successive actions. In this structure, “Yi (一)” and “Jiu (就)” are linked to each other very closely, and Jiu (就) in this linking can hardly be replaced by Cai (才). But when certain sensory verbs, such as “Zhidao (知道)”“Faxian (发现)”, are used after Jiu (就), Cai (才) can take the place of Jiu (就) in the structure without changing its basic meaning, e.g.

(6a) 话一出口, 少年就意识到犯了一个天大的错误: 列车就要到了, 送走瞎子后, 岂不要误了自己的计划?

No sooner had he talked so than the young man realized that he had made a mistake that once he sent off the blind man on the leaving train, wouldn't his own plan be postponed.

b) 话一出口, 少年才意识到犯了一个天大的错误: 列车就要到了, 送走瞎子后, 岂不要误了自己的计划?

Not until he had talked so, did the young man realize that he had made a mistake that once he sent off the blind man on the leaving train, wouldn't his own plan be postponed.

(7a) 话一说出口, 我就发觉这句话完全不像我在路上想象的那样充满激情那样富于诗意, 那样罗曼蒂克。

Immediately after I had talked so, I got the sense that what I said was not so passionate, lyrical and romantic as I thought on the way here.

b) 话一说出口, 我才发觉这句话完全不像我在路上想象的那样充满激情那样富于诗意, 那样罗曼蒂克。

Not until I had talked so, did I get the sense that what I said was not so passionate, lyrical and romantic as I thought on the way here.

(8a) 我伸手一摸, 就晓得他尿床了, 下面湿了一大块, 难怪他要把屁股压在我胸口上压。

No sooner had I touched his bed than I knew that he had urined on the bed. No wonder he suppressed my chest with his bottoms.

b) 我伸手一摸 才知道他尿床了, 下面显了一大块 难怪也要把屁股压在我胸口上压。

Not until I had touched his bed did I know that he had urined on the bed. No wonder he suppressed my chest with his bottoms.

Jiu (就) and Cai (才) in the above sentences can be used symmetrically, with the condition that the adverb Jiu (就) be followed by sensory verbs such as Zhidao (知道), Faxian (发现). In the Chinese language, these sensory verbs can take VP as their objects, and are closely related to the modal subjective meaning implied by the adverb Jiu (就) and Cai (才).

## 2. The Sub-forms of “Yi(一) ...Jiu(就) ...”

According to Xing Fuyi's (1987/1997) summary, there are four types of sub-forms of “Yi(一) .....Jiu(就) .....”.

Gang yi (刚一).....Jiu(就) ..... (Point of time emphasized type)

Cong yi (从一).....Jiu(就) ..... (Period emphasized type)

Zhiyao yi (只要一).....Jiu(就) ..... (condition emphasized type)

Zheme yi(这么一).....Jiu(就) ..... (Modal emphasized type)

Considered from another view, this is a classification of “Yi(一) ...Jiu(就) ...”on the basic of special prefixal formator.(Li Yuming 2000).“Jiu(就)”and “Cai(才)”in the modal emphatic type can be used symmetrically.

### 2.1 Point and Period of Time Emphasized Types

The period and point of time emphasized types indicate a second action following the first one closely. And the differences

between the two types are that the point of time emphasized type indicates the two actions connect together at the very beginning, meanwhile the period emphasized type indicates the two actions connect together from the beginning to the end, e.g.

(9) 后来山峰的神态吸引了他 他有些费力地听着山峰的吼叫 刚一听懂他就迫不及待地叫了起来 然后他非常得意地望望父亲。

Then fascinated by Shanfeng's manners, he made an effort to hear his bellow. Once he made the sense of Shanfeng's bellow, he made no hesitate to shout out and made a complacent look at his father.

(10) 他快步走到那家画店 店主人刚一迎出来 他就一失往常的优雅礼貌 而是板着脸相当严厉地指着那幅画问.....

He trotted to that gallery. No sooner had the owner come out to greet him, than he lost his usual graceful manners and asked sternly pointing to the painting...

(11) 从一进铁丝网 他就始终且战且走 不贪功 不恋战。

Since the moment he had entered the wire fence, he was fighting and walking by turns never greedy for victory and persisting to fight.

(12) 从一进北平, 他就看见了这古城的冷落寒伦; 现在, 在这两个小孩的身上与举动上, 他看到饥荒的黑影。

Since he had got to Beiping, he could see the depression of the old city; now the shadow of the famine on the two kids.

Among the four examples above, the first two belong to the point of time emphasized type, and they indicate that at the moment of “Tingdong (听懂)” and “Ying chulai (迎出来)”, other things

happened there. And the last two examples belong to the period emphasized type, and they indicate that after the moment of “Zou gangsi (走钢丝)” and “Jin Beiping (进北平)”, other things happened there.

The followings are examples with “Yi (一)” or “Jiu (就)” abbreviated:

(13a) 他快步走到那家画店, 店主人刚迎出来, 他就一失往常的优雅礼貌, 而是板着脸相当严厉地指着那幅画问.....

He trotted to that gallery. Immediately after the owner had come out to greet him, he lost his usual graceful manners and asked sternly pointing to the painting...

b) 他快步走到那家画店, 店主人一迎出来, 他就一失往常的优雅礼貌, 而是板着脸相当严厉地指着那幅画问.....

He trotted to that gallery. No sooner had the owner come out to greet him, than he lost his usual graceful manners and asked sternly pointing to the painting...

c) \*他快步走到那家画店, 店主人刚一迎出来, 他一失往常的优雅礼貌, 而是板着脸相当严厉地指着那幅画问.....

(14a) ?从进北平, 他就看见了这古城的冷落寒伦; 现在, 在这两个小孩的身上与举动上, 他看到饥荒的黑影。

b) ?一进北平, 他就看见了这古城的冷落寒伦; 现在, 在这两个小孩的身上与举动上, 他看到饥荒的黑影。

c) \*从一进北平, 他看见了这古城的冷落寒伦; 现在, 在这两个小孩的身上与举动上, 他看到饥荒的黑影。



According to the 13th example, of the point of time emphasized type, “Yi (一)” and “Gang (刚)” can be abbreviated, and “Jiu (就)” cannot be abbreviated; in the 14th example, we can see that of the period emphasized type “Jiu (就)” also cannot be abbreviated. But if we want to abbreviate “Yi (一)”, we have to add the time-word “Yihou (以后)” after it in order to gain a complete sentence. While if “Cong (从)” is abbreviated, the sentence will belong to the point of time emphasized type.

Among the period of time emphasized type, although “Yi (一) ... Jiu (就) ...” indicates the following relationship of two actions, the compound sentence becomes a clause because of “Yi (一) ...” is contained in the structure of “从.....”. (Xing Fuyi 2001) So in our opinion, “Yi (一) ...” and “Jiu (就) ...” are grammaticalized with a higher degree in the point of time emphasized type than in the period emphasized type. Let’s see more examples:

(15a) 一进铁丝网 他就且战且走 不贪功 不恋战。

Entering the wire fence, he was fighting and walking by turns never greedy for victory and persisting to fight.

b) 刚一进铁丝网 他就且战且走 不贪功 不恋战。

Immediately after he had entered the wire fence, he was fighting and walking by turns never greedy for victory and persisting to fight.

c) 从一进铁丝网 他就且战且走 不贪功 不恋战。

Since the moment he had entered the wire fence, he was fighting and walking by turns never greedy for victory and persisting to fight.

d) 一进铁丝网 他就一直且战且走 不贪功 不恋战。

Entering the wire fence, he had been fighting and walking by turns never greedy for victory and persisting to fight.

e) 从一进铁丝网 他就一直且战且走 不贪功 不恋战。

Since the moment he had entered the wire fence, he had been fighting and walking by turns never greedy for victory and persisting to fight.

In these examples, example (b) uses the point of time emphasized type, and (c) and (e) uses the period of time emphasized type. The latter of example (d) uses “Yizhi (一直)”, although the whole sentence is not the period emphasized type. Xing Fuyi (1997) considered that “Yizhi (一直)” and “(Jiu) Mei...guo [(就) 没.....过]” are the different characteristics of period emphasized type. And (a) uses none of the two types, but we can find it indicating the point of time.

Above all, we can say “Yi(一) ...Jiu(就) ...” have point and period of time emphasized types when it indicates two actions connected closely, and both of the two types have markers. The marker of the point of time type are “Gang(刚)”, the marker of the period pattern is “Cong(从自从)” and “Yizhi(一直)”, and the markers of point of time can be abbreviated and do not influence the nature of the point of time, while the marker of period emphasized type cannot be abbreviated. So the degree of grammaticalization is higher in the point of time emphasized type than in the period of time emphasized type.

## 2.2 Condition Emphasized Type

Condition emphasized type is the kind of sentences that with “Zhiyao (只要)” emerging. It emphasizes that the former is considered as a special condition connecting with the latter. Since the sufficient condition “Zhiyao (只要)” match with “Jiu (就)” inevitably, the form “Zhiyao (只要)” and “Jiu (就)” is changed for “Zhiyao (只要)...Jiu (就) ...”. “Yi (一) V...” is used in the form. And the degree of grammaticalization of “Yi (一) .....Jiu (就) .....” is lowered obviously, e.g.

(16a) 只要一闭上眼睛 那两颗又黑又亮的东西就会立刻跳出来。

As long as he closed his eyes, that two pitch-black things hung in his mind.

b) 一闭上眼睛 那两颗又黑又亮的东西就会立刻跳出来。

Upon closing his eyes, that two pitch-black things came upon in his mind.

c) 一闭上眼睛 那两颗又黑又亮的东西会立刻跳出来。

Upon closing his eyes that two pitch-black things would came upon in his mind.

Of the 16th example, (a) uses the condition emphasized type and (b) uses the common type. Both are right. And (c) abbreviates the “Zhiyao (只要)” and “Jiu (就)”, and it is still right. Consequently, the degree of grammaticalization of condition emphasized type is weaker than in the point of time emphasized type and the period of time emphasized type.

Xing Fuyi (1997) says of the condition emphasized type there is a kind of sentence which fits the general rule, and its characteristic is

that “Zhiyao(只要)”and“Meidang(每当)/Meifeng (每逢)”both can be used as the former item,e.g.

( 17a) 一不顺心, 她就拿孩子出气。

Once she was in trouble, she just blew off onto the kid.

b) 只要一不顺心, 她就拿孩子出气。

As long as she was in trouble, she would blow off onto the kid.

c) 如果一不顺心, 她就拿孩子出气。

If she was in trouble, she would blow off onto the kid.

d) 每逢一不顺心, 她就拿孩子出气。

Whenever she was in trouble, she would blow off onto the kid.

These kind of sentences do not depend on the context seriously. Condition can be indicated though without “Zhiyao (只要)”, “Ruguo (如果)”and “Meifeng (每逢)”etc.

When “Yi(一)...Jiu(就)...”indicates the condition relations, auxiliaries like “Hui(会)、Yao(要)、Neng(能)”are used after “Jiu(就)”(Xing Fuyi2001). So ,we conclude that except for sentences indicating a general rule, if other forms like “Yi(一)...Jiu(就)...” want to indicate a condition relation, they should be prefixed with “Zhiyao(只要)、Ruguo(如果)、Meifeng(每逢)”(in front of them) ,or suffixed with “Hui(会)、Yao(要)、Neng(能)”(after them), or rely on the context, e.g.

( 18a) 只要一听到老师的声音, ( 这些孩子) 就如树叶遇到风一样抖动起来。

As long as they heard the teacher coming, (the children) would tremble as the leaves in wind.

b) 一听到老师的声音, ( 这些孩子) 就会如树叶遇到风一样抖动起来。

Once they heard the teacher coming, (the children) would tremble as the leaves in wind.

c) 这个可怜的孩子那些日子里, 一听到老师的声音, 就如树叶遇到风一样抖动起来。

In those days, the poor kid would tremble as the leaves in wind once he heard the teacher coming.

d) 一听到老师的声音, ( 这些孩子) 就如树叶遇到风一样抖动起来。

Upon hearing the teacher coming, (the children) would tremble as the leaves in wind.

( 19a) 只要一蹲下, ( 吴晓梅) 就躲过了枪弹。

As long as she squatted down, (Wu Xiaomei) would have missed the bullets.

b) 一蹲下, ( 吴晓梅) 就可躲过枪弹。

Once she squatted down, (Wu Xiaomei) would have missed the bullets.

c) 临栅栏而坐的吴晓梅位置较为安全, 一蹲下, 就可躲过枪弹。

Wu Xiaomei, who sat next to the fence safely, could have missed the bullets as long as she squatted down.

d) 一蹲下, ( 吴晓梅) 就躲过了枪弹。

Once she squatted down, (Wu Xiaomei) could have missed the bullets.

Of the above two examples, (a) (b) (c) used the words “Zhiyao(只要)、Hui(会)、Keyi(可以)” to indicate the condition

relations, but if all of them were to disappear, (d) will become the point of time emphasized type. It can be proved that, “Yi(一)...Jiu(就)” of the point of time emphasized type with the highest grammaticalization.

## Conclusion

The non-symmetrical use of “Yi(一)” and “Jiu(就)” in the clause of “Yi(一)V” indicates that the “Yi(一)...Jiu(就)...” has been in the process of grammaticalization. While the symmetrical use of “Yi(一)” and “Jiu(就)” indicates that the inner grammaticalization is not consistent completely. And we can show the relation with the diagram as follows:

A ( a ) ...Yi(一)V...	B ( a ) ...Yi(一)V...
( b ) ...Jiu(就)...	( b ) ...Jiu(就)/Cai(才)...

In the above diagram, the alignment of (a) and (b) indicates the compounding relation. And the none alignment indicates the subordinate relation. The diagram shows us that when “Yi(一)” and “Jiu(就)” is not used symmetrically in the clause of “Yi(一)V”, the relation of this clause and “Jiu(就)” after it is compounding relation, and the two make up a form of “Yi(一)...Jiu(就)...” while when “Yi(一)” and “Jiu(就)” are used symmetrically in “Yi(一)V.....” and the clause of “Yi(一)V.....” is in the range of “Jiu(就)” and belongs to “Jiu(就)”. And now “Jiu(就)” is used with the lowest grammaticalization.

The sub-form itself proves that “Yi(一)...Jiu(就)...” is not grammaticalized to be a complete mode. But in each lower position form, the grammaticalization of “Yi(一)...Jiu(就)...” does not match each other. According to our analysis we can see that the

degree of grammaticalization declines with the sequence of point of time pattern, period pattern, condition pattern and then reason pattern. As the following diagram:

Two actions < condition < reason

Point of time < period < general rule < special rule < reason

grammaticalization

high

low

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**A Comparative Study of the Verb-Object**  
**Structure in Chinese and English**

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**ABSTRACT**

As per the family of languages the Chinese language belongs to the Sino-Tibetan and English belongs to the Indo-European language family. However the two languages have many similarities and are more similar even than English and Russian which are in the same family. In this article, the researcher documents similarities between the Chinese and English languages, provides detailed contrasts and descriptions in the four aspects of preposition, affected object, dual object and linguistic form, and intend to explain the reasons that cause this phenomena.

**Key words:** Form Analysis; Double Objects; Patient Objects.

Chinese is a language used by over one sixth of the world population but English is a global language used over the world. From linguistic classification, Chinese belongs to Sino-Tibetan language family while English to Indo-European language family. Chinese and English, though belongs to two different families of languages, generate common similarities in some significant fields. Generally speaking, all human languages should be universal. Otherwise people won't be able to communicate with each other. This case is not simple in terms of a specific issue. And the question arises; How Chinese and English are identical with each other? Are they identical in aspect of grammars and meanings? Although these questions are hard to answer. But we have to answer these questions. In this paper, I will make some analyses and discussions concerning some identical fields in verb-object structures between Chinese and English.

The Chinese language material I have chosen for making verb-object structure comes from 《骆驼祥子》“luotuo Xiangzi” “Camel Xiangzi”, a masterpiece of “老舍”Mr. Laoshe is a great name in modern Chinese literature. Born in Beijing, his works reflect the life of poor Beijing residents. He paid much attention to the use of oral Beijing dialect. The language in his works is the typical Beijing dialect used by local residents. Therefore, his works are cited by many famous linguists.

The English material I have chosen is from the English version of 《骆驼祥子》“luotuo Xiangzi” translated by Shi Xiaoqing titled “Camel Xiangzi”, and published by Beijing Foreign Language Press in 1981.

## Prepositions

Prepositions are crucial to both Chinese and English. The discussion of the verb-object structure will not work without the understanding and treatment of this issue. For example, how we will analyze the structure of “碰在墙上”: peng zai qiang shang” “to hit against the wall”. If we make it as “碰在墙上” “peng zai /qiang shang” “to hit against/the wall”, the words “墙上” “qiang shang” “the wall” are place objects and the whole phrase becomes a verb-object phrase. However, if our analysis is “碰在墙上” “peng/zai qiang shang” “to hit/against the wall”, the prepositional phrase “在墙上” “zai qiang shang” “against the wall” becomes the complement. The whole phrase is a verb-complement phrase. Different Chinese linguistic experts hold different opinions about this. My view is the same as that of Mr. Zhu De Xi as in his Text Book of Grammars. That is, such structure is taken in which the preposition is connected with the verb. The noun compositions, after the integral of a verb and a preposition are deemed as the object, which show the places. Similar classification is also available in English grammar. For example, in a simple sentence of “I am waiting for him”, there’s also the issue of whether to take the preposition “for” forward or backward. The word “for” will integrate with the verb “wait” if it is classified forward. In this way, “wait for” is a transitive verb and the word “him” after that is the object. If “for” is classified backward, it is connected with the word “him”. So “for him” becomes the adverbial modifier and “wait” is an intransitive verb. Both of these two classifications are reasonable. Of course, the mostly common method is to integrate “for” with the previous word “wait”. However, such classification

is not accessible to all structures of “v + prep + n” since the specific conditions are complex. In a phrase “go to the classroom”, “go” and “to” can’t be integrated as whole. The preposition “to” should be connected with the words after it and “go” is deemed as an intransitive verb. From the above we can see that both English and Chinese are facing the same question of how to define the grammatical relationship between prepositions and other words.

English and Chinese are not rich in lexical changes like Russian. Prepositions in English and Chinese, though different in meanings, do not require any lexical changes of nouns after them. This means that a preposition is deemed complete as it is connected with the verb before it. There are some fixed uses of verbs and prepositions in English. Let’s take an example. The verb “look” can work with many prepositions so as to form a lot of transitive verb structures followed by objects: look about / about for / after / ahead / ahead to / around / as if / at / away / back / down / for / forward / in / into / like / on / on with / out / out for / over / round / through / to / to be / up / up to

These fixed expressions do not come into being by a simple addition of one word after another keeping their meaning in mind. The phrase “look after” does not mean “在后面看” “zai huo mian kan” “to look backwards”, but “照看, 照顾” “zhao kan, zhao gu” “to take care of”. Such expression is fixed and used in daily life, and are called idioms. Moreover, there are more than one preposition after the verbs in some special complicated combinations. For example: (: Note : The figure in the parenthesis at the end of the sentence refers to the book page numbers in

《骆驼祥子》, “Luo Tuo Xiangzi” and in its translation “Camel Xiangzi”. translated by Shi Xiaoqing

(1) 要了祥子的命( 80) yao le Xiangzi de ming →do away with Xiangzi (92)

There are not so many “v + prep” fixed combinations in Chinese, because there are less prepositions in Chinese than those in English. The trouble in Chinese is to whether to classify a preposition forward or backward mainly lies in three words following the verbs. They are: “到, dao在, zai 于, yu and “向”. Xiang For instance, there are phrases such as “放到桌子上” “fang dao zhuozi shang” (to put on the table), “放在桌子上” “fang zai zhouzi shang” (to lay on the table), “生于北京” “sheng yu Beijing” (to be born in Beijing), and “走向胜利” “zou xiang sheng li” (to go for victory). Currently there are two main methods of handling such issues. One is to classify the preposition backwards and the whole phrase is in the form of verb-complement structure. Another way is to take the preposition forward and the whole phrase becomes the structure of verb-object. I prefer the second one. Most books are not favorable towards the second method. Their idea is that a preposition should be the first word to be connected with the noun after it. This is correct. A preposition truly should be connected with a noun composition after it. But, they are not normal prepositions in Chinese. There were a few prepositions in the history of the Chinese language’s development. The prepositions we are using today were the verbs present in the ancient Chinese language, even for the word “把” “ba”, was a well-recognized preposition in the Chinese language. “把” “ba” was a verb in the ancient Chinese language, “握 拿着” “wo ,na

zhe” meaning “to take something in hand, or to hold”. It has become a preposition. Its meaning has also changed, which becomes functional without any lexical meaning. Other prepositions in my discussion here, like “在 zai 到 dao and 向 xiang , retain their usage as verbs. They are not prepositions in the real sense. Therefore, 朱德熙 Mr. Zhe De Xi, in his Text Book of Grammars, 《语法讲义》 “yu fa jiang yi” says that these prepositions are connected, in the combinations, with the verbs before them. A preposition “于” yu , is a legacy of the ancient Chinese language. However, due to the requirements of double-syllable rules, it is always connected with the verbs before it.

### **Patient object**

In the study of objects, one thing common between the Chinese and English languages is that patient objects account for a large part in all the objects. Such a large percentage does not reflect a small figure. About 3/4 of verb-object structures in Chinese or English, the objects are the patients of the verbs ahead of them. They are the direct persons or things referred to by the verbs.

Patient objects take most part in the total of the objects, which is associated with a grammar element, the object. An object, as part of a sentence, makes the supplementary or description of the verb before it. This is true both in Chinese and English. “吃面包” “chi mian bao” “To have bread”, for example, is a verb-object structure without any dispute. The major meaning is “吃”, “面包” “chi ,mian bao” “to have (or to eat in Chinese)”. “面包” “mian bao” “Bread” is supplementary. It is object of “吃” “chi” “to have” with a specific description of the actions of “吃” “chi” “to have”. The word “面包” “mian bao” “bread” answers the question of “吃什么”

“chi shen me” “what to have”. Of course, we can also say “吃” “chi” “to have” without the word “面包” “mian bao” “bread”. But the whole meaning is not as complete as that for “吃面包” chi mian bao “to have bread”. This condition will change if the object is something else.. Let’s say “吃食堂” chi shi tang (to have meals in the dinning hall)”. First, “食堂” “shi tang” “dining hall” is place where the action takes place instead of the direct object of “吃” “chi” “to have”. Second, “吃食堂” “chi shi tang” fails to answer the question of what “吃” chi “to have.” The most basic meaning of Chinese character is “吃” “把食物放到嘴里经过咀嚼咽下去(包括吸、喝)”(《现代汉语词典》2002年增补本) “to put food into the mouth and swallow upon chewing, including sucking and drinking” (Supplementary of Modern Chinese Language Dictionary, 2002). The English word of “eat” has the same meaning. The explanation of “eat” in an English dictionary is surprisingly similar to that in the Chinese dictionary: [eat] take into mouth, chew and swallow (solid food), swallow (soup, etc.)( The Concise Oxford Dictionary, 1982, Oxford at the Clarendon Press) . Therefore, the most commonly used objects after the word “吃” chi “to have” are the nouns for food, which are the words satisfying the basic meaning of “吃” chi “to have”. These words include “像米饭” xiang mi fan , rice、馒头 man tou, Chinese bread、面包 mian bao, bread、水果之类, shuiguo zhi lei and fruit, the patient object as we normally mention, which is a person or thing that an action directly refers to. Modern Chinese Language Dictionary also gives the second meaning of a Chinese character “吃” chi “to have/eat something at the place where the food is sold, or, to have/eat at a certain standard, e.g., “吃食堂 chi shi tang” to have meals in the dining hall ,吃馆子, chi guanzi” to have a meal in



a restaurant, 吃大灶, chi da zao”, to have a meal in a dining hall, for common/special purposes” (Supplementary of Modern Chinese Language Dictionary:2002). Such combination is correct which is mentioned as place object and way object. With these explanations available, it is not hard to understand why there are so many patients Objects in Chinese or English. The reason is that usually a verb contains more than two meanings, with each meaning combined with different nouns for different verb-object structures. Among all such different meanings, there’s a most basic meaning which is used universal. That is the basic meaning of a word in lexicology. This basic meaning is most popular and is used most of the time. So the noun works with the verb as the noun of the patient object in grammar and is naturally most commonly used. The meanings of a word beyond the its basic meaning are not commonly used as its basic meaning. So the nouns after a verb are other types of objects and are not popular as the patient object. Of course, not all the basic meanings of a verb will be followed by a patient object. It depends on the meaning of the verb. For example, the basic meaning of the word “得罪” “de zui” “to offend” is “to make somebody unpleasant or resentful, to displease” (Supplementary of Modern Chinese Language Dictionary:2002). So the most commonly used word after “冒犯” “mao” fan “to offend” is a noun which satisfies this meaning, for instance, “得罪了张先生 de zui le zhang xian sheng” offended Mr. Zhang”. According to Dictionary on Usage of Chinese Verbs, this is an objective object.

## Double objects (Dual Objects)

The double-object structure is another thing in common between Chinese and English in terms of the verb-object structure. Many verb-object structured sentences with a double-object are available both in Chinese and English. According to the definition in general linguistic text books, a structure that a verb followed by two objects is the double-object structure. Of course, there's something special as to which verbs may take two objects in a specific language. For example, we can say "kiss him a good-bye" in English "吻他一个再见" "wen ta yi ge zaijian". (to kiss a goodbye to him), Its direct translation into Chinese, however, which makes no sense. That means "kiss" in English can have two objects but this does not work for the Chinese character "吻". we can translate it like "和他吻别" "he ta wen bie".

The following are the major similarities concerning the double-object structure between Chinese and English:

First, the verb that can take two objectives is "给" gei" in Chinese. As we know, not all the verbs can have a double-object. There are differences in different languages. It can be seen from the materials I have submitted that some Chinese verbs can't take two objects while it's acceptable in English, although their meanings are the same. Such difference is quite trivial. "买" mai" can have two objects in Chinese. However, we can only say "买了他一辆车" mai le ta yi liang che" (to buy a car from him). The indirect object "他" ta" "him" is not the same person as the speaker. We have to add the word "给" gei" if we refer to the same person, "给自己买了一辆车" gei zi ji mai le liang che" (to buy himself a car), for instance. But it is different in English. For example:

(2) 大伙儿看祥子仍然拉车, 并没有改了行当, 或买了房子置了地。

(37) “da huo er kan xiangzi reng ran la che ,bing mei you gai le hang dang,huo mai le fangzi zhi le di” →They saw that he still pulled a rickshaw, hadn’t changed his trade or bought himself land and houses.(48)

Putting aside all these differences, I have found that if a verb can take two objects, usually such verb is “给” “gei” in Chinese and “give” in English, at least it is true thus far. Nine sentences were found both in Chinese and English containing a double-object, 6 of which are used with the word “给”gei” /give and the other three are with Chinese words of “赁”lin” (to rent, to lease) and “送” song” (to send, to give). (Attention: “给”gei”/rent is also available in the sentences) :

(3) 曹太太给了他两丸“三黄保蜡”(65) “cao taitai gei le ta liang wan “san huang bao le →Mrs.Cao gave him two pills for trauma.(79)

(4) 她给祥子钱, 叫他出去买菜。(187) ta gei xiangzi qian, jiao ta chu qu mai cai. →she gave him money to go for shopping.(207)

(5) 给我四天的工钱!(45) gei wo si tian de gong qian !→Give me my four day’s wages! (57)

(6) 赁给我两车!(112) ) lin gei wo liang che !→Rent me a rickshaw! (127)

(7) 上天送给他三条足以换一辆洋车的活宝贝(24) shang tian gei ta san tiao zu ke yi huan yi liang yang che de huo bao bei ——Heaven had given him these three precious creatures----enough to exchanged for a rickshaw. (32)

The examples mentioned above represent the consistency of Chinese and English expressions. Firstly the overlap set of their double-object sentences are in the sentences with the verb “给”gei”/give, which constitute the most typical double-object sentences. This is closely related to their meanings. In Chinese, “给”gei” refers to “to make the other party get something or experience”. The word “give” in English is means “to transfer, to hand over, or to confer”, which means to remove a thing to somebody or somewhere else. Therefore, these two verbs involve things to be removed or a person for receiving/accepting them. So we need two objects after the verbs. The noun meaning the thing to be removed is the direct object, and the person receiving/accepting the thing is the indirect object.

Secondly, the conversion between double-object sentences and non double-object sentences are available both in Chinese and English. Such conversion refers to that a sentence with the same meaning can be expressed either in the double-object structure or not in this way. A prepositional structure is required if the sentence does not have a double-object structure (as underlined in the sentences below):

(8) 给祥子钱(187) gei xiangzi qian→把钱给祥子→ba qian gei xiangzi.

(9) 送给你老人家一包洋火(36) song gei ni lao ren jia yi bao yang huo →送一包洋火给你老人家→song yi bao yang huo gei ni lao ren jia

(10) 她给他斟上一杯酒(48) ta gei ta zhen shang yi bei jiu→她斟给他一杯酒→ta zhen gei ta yi bei jiu

(11) 他想把这个宝贝去交给张妈(43) ta xiang ba zhe ge bao bei qu jiao gei zhang ma → 他想去交给张妈这个宝贝 → ta xiang qu ba zhe ge bao bei jiao gei zhang ma

(12) 他把娃娃赶紧给二太太送回去(43) ta ba ni wa wa gan jin gei er nai nai song qu → 她赶紧给二太太送回你娃娃去 → ta gan jin gei er nai nai song hui ni wa wa qu

(13) 招她一顿村话(153) zhao ta yi dun xian hua → 从她那招一顿村话 → cong ta na er zhao dun xian hua

(14) Mr.Cao gave Xiangzi some further instructions.(109) → Mr.Cao gave some further instructions to Xiangzi.

(15) She wanted to show the neighbours her standing.(177) → She wanted to show her standing to her neighbours.

(16) He hadn't bought himself land and houses(48) → He hadn't bought land and houses for himself.

(17) He had given his savings into Fourth Master Liu's keeping(42) → He had given Fourth Master Liu's keeping his savings.

In the above examples we can see that there are common language rules between Chinese and English. A double-object sentence involves two objects for the action. One is the direct object of things, which is the direct object. Another is the indirect target of the action, which is the indirect object. One of the Chinese language rules is that the indirect object, referring to people, can be converted with the use of a preposition. Therefore only one object

is shown in the sentence. In a few occasions that the direct object is converted, at which the preposition “把”ba” will be used. There are no such repositions like “把” in English. It only converts the indirect object in a double-object with a preposition, like “to” and “for”. In summary, both Chinese and English have their own sets of rules, which are to covert the indirect object, with the adoption of a prepositional structure, into the adverbial acted by the preposition structure.

## **Forms**

Form is a significant issue in the traditional Western linguistics. The essential content for analysis in the traditional Western linguistics is form analysis. All essential problems in the traditional grammar analyses, such as classification of words and determination of sentence elements, are based on the form analysis. Such analysis greatly influence many linguistic analysis. However, languages are diversified and complicated. The Chinese language is lacking in form changes in the real sense. In most linguistic text books, Chinese is taken as a typical isolation language. There used to be larger word forms, i.e., form changes in history. But its forms are getting less and less with the evolution so that it is not taken as a traditional inflectional language. There are grammatical differences between Chinese and English. But their word form changes are not abundant enough if they are put in the big family of the world languages. This means that both Chinese and English are facing same problems in the analysis of verb-object structure.

Specifically speaking, preposition is an outstanding problem. I have discussed Chinese and English prepositions in the first part of the text. My purpose is to demonstrate that it's possible

to have a number of relationship between a preposition and the verb in front of it. So the relationship with the preposition should be clear after the discussion of the verb-object structure in Chinese and English, whether it is “(v + prep) + n” or “v + (prep + n)”.

Now I will make the scope large and compare Chinese with Russian. There are prepositions in Russian. Their use, however, differs a great deal from both Chinese and English. Chinese is, of course, a language that lacks word form changes, and English is a language with less word form changes. The word changes are clear if we compare English with Russian ---- a typical inflectional language. For instance, there used to be four changes of cases of English nouns. But only a part of English nouns can be changed with cases: either a universal case or a possessive case, e.g. father/father's. There are six case changes for a noun in Russia and a different preposition (which is “front-positioned word” in Russian) will be used if the noun acts as a different part in a sentence. Different word forms, i.e., cases are required for nouns. Let's take an example, the changes of cases of the word школа “学校” xue xiao” ( school) are as follows: школа школы школе школу школой школе

Different prepositions work with different noun cases according to different requirements in a sentence. Preposition “y” refers to “在.....旁边” zai....pang bian” “beside...” and works with the second case of the noun. “在学校旁” zai xue xiao pang” “Beside the school” is “y школы” in Russian. Preposition “po” means “在.....里(活动)” zai...li(huo dong)“(to act) inside...”. The third case of the noun follows it. “在学校里(活动)” zai xue xiao li(huo dong) “(To act) inside the school” is “по школе”. Preposition “в”,

meaning“向.....”, xiang...” “to”, needs the fourth case of the noun. “向学校” xiang xue xiao”“To the school” is “в школу”. “из” is a preposition meaning “从.....” cong.....” from” and works with the fifth case of the noun. “从学校” cong xue xiao” “From the school” is translated as “из школой”. Preposition “о”, referring to “关于.....”, guan yu.....”“about.....”, works with the sixth case of the noun. , “关于学校” guan yu xue xiao”“About school” is “о школе”. The first case of the noun is used as the subject in a sentence and the preposition (front-positioned word) is not available. This means that a Russian preposition can only be classified backward as the noun after it always changes in a word form. A Russian preposition is connected with the noun after it. Therefore, there’s no dispute concerning whether the preposition is classified forward or backward.

Both English and Russian belong to the Indo-European language family and Chinese to the Sino-Tibetan language family. However, English case system is declining if we consider the form changes of cases. The only case, the possessive case, is not accessible to all the nouns. What’s more, the possessive case in English is not associated with our discussion of whether to classify a preposition forward or backward. But there’s an important matter we cannot neglect. That is a noun following a preposition in Russian, has to make different changes of cases, as the example mentioned above. Such changes are not available in English. In English, there’s no requirement to the noun concerning the cases after a preposition. English is identical to Chinese in this case and is far different from Russian. It is because of this reason that both English and Chinese face the problems of whether to classify a



preposition forward or backward. In summary, English, though with more changes in forms, has something in common with Chinese at some specific areas.

### **Conclusion**

One of the characteristics of modern linguistics is the universal linguistic phenomenon. In fact, there's a hidden premise in Western linguistic theories from the beginning of 20th century; many things are in common among human languages. Upon the above analyses, the things in common are mainly reflected in the four fields of verb-object structure, preposition, patient object, double-object sentences, and form. My special attention is that such a conclusion cannot be drawn concerning such similarities and things in common with the simple comparison of two languages. We might think that there is much difference in the preposition structure, for example, between Chinese and English. However, such difference is not large enough if we compare them with Russian. The difference between English and Russian is bigger, even though they both belong to the same Indo-European language family. Another example is my native language --- Urdu, which also belong to the Indo-European language family. It is close to English in matters of verb object structure but very much different from Russian.

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**Impact of Frequent Testing On Students'**  
**Performance in English**

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**ABSTRACT**

The paper addresses the impact of frequent class testing on students' performance. An experiment was conducted to investigate the difference between the performance of students in one group by giving treatment through administering frequent testing in the subject of English and in the other groups teaching English without administering frequent testing. The findings of the study indicated a significant difference in the results of students who were given frequent testing and of those who were not given frequent testing. The findings led to conclude that frequent testing had positive impact on students' performance. Frequent testing may be used to maximize students' learning and it can also be used as motivational technique for getting good marks in test.

**Key Words:** Fear of examination; Female educational institutions; 9<sup>th</sup> grade

## **Introduction**

### **Background to the Problem**

Education is a process through which efforts are made to change the thinking and behaviour of an individual in the desired direction which is determined according to the needs and aspirations of the society. Ahmad (2007) says that the purpose of education is to modify the behavior of the child and to develop his personality in a more desirable form.

In order to achieve such objectives of education every nation develops a system of education which comprises of many planned activities in order to run the system. The main components of an education system are the curriculum, the teacher, the students, and the examination system. Curriculum provides the guidelines for the whole educational system. The teacher is the person who is responsible for the practical implementation of the curriculum in an actual classroom setting. The student is the person for whom the whole educational system is framed and structured. Whenever the curriculum is being developed or the teacher is implementing it, the student is always in focus and every activity of the educational system is designed for the purpose of students' learning. Among such activities is an examination. Tests are conducted in order to make decisions about the effectiveness of the teaching learning process and to motivate students for more learning

Objectives of education are formulated for a certain level according to the mental growth of students and then content is

selected. This selected content is taught in the form of different subjects at a certain level. During teaching students' learning is assessed through conducting class tests and this process of assessing is called examination or testing. Examinations or tests are administered to evaluate to what an extent students have learnt the taught content and to what an extent the formulated objectives of education have been achieved.

Elliot. J. Andrew and Carol S. Dweck (2005) say that academic tasks and activities that are personally meaningful and relevant for learners should be developed.

An examination or test is the process of assessing students' learning/ academic performance and then interpreting it in quantitative measures. It may be explained as the process of measuring students' abilities and talents in a particular subject/content. Through examination not only students' performance is assessed but also the performance of teachers can be judged also.

“Test is a set of questions, problems or exercises to which the students are asked to respond to obtain an appraisal of designated characteristics of the students such as specific kind of knowledge, aptitude, abilities and skills; in education used interchangeably with examination” (Ahmad: 2001).

In Pakistan's context testing is of two types (1) Internal examinations (2) External examinations. Internal examinations are conducted by the institutions while external examinations are those examinations, which are conducted by the Boards of education.

The function of these both systems is the assessment of students' performance.

Tests or examinations play an important role in education system at every level whether it is elementary level of education secondary or higher secondary level of education level or higher level.

According to a recent research cited by the Financial Times students understand and retained information more readily when subjected to frequent tests and quizzes while studying than students who simply read material over and over again. Prof. Henry Roediger (2006) says, "Our study indicates that testing can be used as a powerful means for improving learning not just assessing it". Online reference.

The word 'frequent' denotes happening at short intervals, often to be met, often repeated, resort to often or habitually or occurring often. The word frequent testing means to administer test frequent times in order to maximize students learning and to motivate them for more learning.

Tuckman (2002) (online reference) in his research "using frequent testing to increase students' motivation to achieve" came to conclusion that students who were given a quiz on reading material every week out performed students who were given comparable homework or who were given neither.

The secondary level is a very important level of education. This is the most crucial stage of students' life. The basic perception and modes of behavior start taking shape and adjustment problems can take place with the new roles in life. Secondary education is



very important for the students in order to get the higher education. Secondary education is an important sub-sector of the entire educational system. It also provides the middle level work force for the economy as well as act as a feeder for the high level of education. (National Education Policy 1998-2010).

In Pakistan the Federal Board of Intermediate and Secondary Education, Islamabad is responsible for conducting external examinations at the federal level and Boards of Intermediate and Secondary Education in provinces of Pakistan are responsible for the conducting external examination at the secondary level in their respective provinces.

Examination is the means of analyzing students' strengths and weaknesses. The success in examination gives students a feeling of achievement and motivation for more learning whereas failure in examination disheartens them. Sometimes failure in examination disappoints students so much that they leave their studies uncompleted. This practice is common at the school level.

Although examination / test are an integral and essential part of the educational system no education, system can be completed without examination but it is generally observed that students whatever level they belong to, are all the time afraid of examination/test. Findings of many researches conducted in different aspects of examination show that students have a fear of examination and they study only due to this fear of testing.

David Hume (2001: online reference) points out that examination provides motives for the teachers and acts as a spur for

the students; examination conditions and orients the teaching process.

What is examination fear or exam phobia? Actually fear is a state of disorder for a specific situation or object. Some other words like stress and phobia are related to the fear of examination. Literally stress refers to a situation of imbalance within an individual that is illustrated by an actual or perceived difference between the environmental demands and the individual's competence to deal with these demands. Whereas phobia is an uncontrollable, irrational, and persistent fear of a specific object, situation or activity it is a common type of anxiety disorder. (Khan: 1998).

A research study conducted by Bjorn Helge Johnson and Kenneth Hugdahl (1989) was based on the analysis of different phobias through questionnaires. The study concludes that different questionnaires on yielded a high degree of reliability and their use in clinical practice is encouraged.

According to Ali (2006), more than 50 percent of students suffer from examination phobia. It does not matter whether the student is intelligent or not, they all are worried about forgetting the learnt material while appearing in an examination.

In Pakistan examinations are conducted internally and externally at the elementary level. From classes I to IV and VI to VII they are held internally whereas for class V and VIII there is a departmental external examination system. But these examinations only evaluate the memory aspect of students and do not analyze their abilities. As it has been mentioned in a report of the Punjab

government mostly examinations are seen in Pakistan as a neglect of broad curriculum goals. (The Govt. of Punjab: 1992).

“Through examination we want to discover how far the student has been competent to take his place in the world, how far the education system has succeeded and also which person is best fitted to this or that place” (Ahmed:1985).

Most of students have a fear of examination due to the reason they assume that they will not be able to perform well in the examination according to their knowledge and abilities and will get less marks than the expectations of their teachers and parents. Then again the fear of failure in the examination is also another variable which creates fear among students for examinations.

In an educational process, although the role of examination is of great importance and some students suffer from exam phobia but at the same time students feel the importance of examination. Whether tests are internal or external, the fear of examination is present among students. This fear can be minimized through administering frequent test within the class. At the same time this fear of examination can be used as a motivational technique because when students are involved in learning in the hope of success and passing examination this becomes achievement motivation. Ausubel, as cited in Curzon (2005), suggests that there are three elements in motivation of this type. The first is the cognitive drive: the learner is attempting to satisfy a perceived need ‘to know’; second, self enhancement: the learner is satisfying the need for ‘self esteem’ and third, affiliation: the learner is seeking the approval of others.

The early research in the 1950s by Mindler and Sarason (1952, 1953) demonstrated that the fear of examination invariably resulted in a certain performance in an evaluative situation.

The UNESCO (1971) report says “Examination is a measuring instrument .....to weigh each candidate’s sum of knowledge and appraise his ability. It looks like a target, incentive, motives or stimulant”.

### **Theoretical Framework**

Keeping in view the situation of students’ fear of examinations and other researches conducted in the area like Sylvia (2005) (online reference) who finds out that the fear of examination is viewed as a state having considerable significance for academic performance, and the study of Nathan Kling and et. al (2005 on line reference) who in their research on impact of frequent tests in the subject of marketing, investigates that under certain conditions students tend to perform better with more frequent testing. Likewise Mindler and Sarason (1952) who studied that the fear of examination invariably resulted in a performance in evaluation situation, the researcher decided to conduct a study on the topic of “Impact of Frequent Testing on Students Performance English” in order to use the factor of examination fear for performance in the tests.

## **Teaching of English**

The English language has its significance at the national and international levels. English is taught as a compulsory subject in Pakistan from classes I to the Bachelors' level. Teachers use a variety of teaching methods at the secondary level for teaching of English but the most commonly used teaching method of English is the grammar translation method. In teaching of English stress is given on the oral/memorization of facts which students have to write in the examination. This practice is due to the reason that the present curriculum of English lays stress on memorizations of fact and then success in the examination is also related to the writing of these facts in the exam. Students face a lot of difficulties in learning English due to various factors such as having different social and educational backgrounds with reference to learning of English and different learning abilities. English language learning is a skill and is made perfect through practicing that skill: by doing / practicing that skill frequently.

## **Statement of the Problem**

The problem under exploration was to determine "The Impact of Frequent Testing on Students Performance in English".

## **Rationale**

The study findings of the study will be helpful for teachers, parents of the secondary level students and for students of the secondary level, for curriculum developers, policy makers and authorities of all education boards in Pakistan as it provides useful information about the impact of examination phobia on students' performance.

## **Objectives of the Study**

The study was designed to measure the impact of frequent testing on students' performance in the subject of English.

## **Null Hypothesis**

Hypothesis of the study was the following:

Frequent testing has no impact on students' performance in the subject of English.

## **Delimitation of the Study**

The study was delimited to the following aspects:

1. to measure impact of frequent testing in the subject of English at the 9<sup>th</sup> grade of Punjab tex book board.
2. to students of the 9<sup>th</sup> grade only;
3. to female educational institutions of the public sector only.
4. The word "examination" is used to mean for "testing".
5. The term "frequent testing" is used for administering class tests twice a week, i.e. after two of days teaching, in order to maximize students' learning in the subject of English.

**Population**

All female students studying in the 9<sup>th</sup> grade in Mianwali district in the government sector secondary level schools were the population of the study.

**Sampling**

The sample for the study was selected randomly from a public sector girls' secondary school in Mianwali District. Sixty students studying in the 9<sup>th</sup> class were selected randomly from the sample institution. Two teachers having the same academic (B.A) and professional (B. Ed) were selected randomly from the teachers teaching English to the 9<sup>th</sup> classes in the sample institution.

## **Data Instruments**

The researcher developed two kinds of teacher-made tests. One was used as a pretest and the other was used as a post-test. The purpose of the pretest was administered to ascertain whether both the groups were similar. The other was used as a post-test for measuring performance of students in both the experimental and the control groups. A team of three experts validated the instrument for this data collection. When they validated instruments, they were administered the sample for data collection.

## **Procedure of the Study**

The main objective of the study was to measure the impact of frequent testing on students' performance in the subject of English. It was an experimental study in nature in which the pretest and post-test control group design was adopted. Turner (2007) observes, "All psychological methods used at the present time in experimental studies, regardless of the great variety one constructed according to one scheme: stimulus-response. No matter how unique and complex the type of setting of a psychological experiment might be. This universal basis can always be found in it."

In the present study a test was used as a stimulus for successful learning of students and for motivating students towards learning through frequent testing. Sixty students were selected randomly from the sample institution for conducting the experiment. According to Gay (1997) in general the minimum



number of subjects.....experimental research, some experts consider the magic “general guidelines” to be 30.

A teacher-made achievement pretest was administered to these randomly selected sixty students of grade 9 in the sample institution in order to ascertain whether both the both groups were similar. Then these groups were randomly assigned to the control and the experimental groups. Teachers were randomly assigned to the control and experimental group for the teaching of English. Both the groups were treated as separate classes.

The researcher developed a set of tests (from chapter 1-6 of the 9<sup>th</sup> grade English textbook) from which the experimental teacher had to administer during the teaching of English to the students in the experimental group. The treatment period was for five weeks (September-October 2006). The experimental teacher was given three days training about the teaching of English to students in the experimental group by administering frequent class tests developed by the researcher.

The teacher who had to teach students of the control group was not given any kind of training or tests. That teacher was given freedom to teach the class as per routine matter according to her own will. If she wanted she could conduct class test but it was not a compulsion for that teacher.

In the experimental group the teacher made six groups of the class comprising five students in each group. Each group selected a leader of their own and also selected their group name. The teacher after teaching each concept conducted a short activity for the students based on that concept in order to revise the concept

and to make sure that they had fully grasped the concept. During this activity the teacher played a role of a guide and wherever it was needed she provided remedial teaching within the class for students.

In the experimental group the teacher from the very first day informed the students in her group that they would be administered a test after every two days' teaching. The test was about the whole content that they would be taught during this period. That means every week they would appear for a class test twice and during the duration of five weeks treatment they would have to appear for a test ten times. The procedure for the study was adopted by following the theory that "students' learning be assessed in the context of teaching"( Brooks and Brooks :1999).

In the experimental group the teacher gave students instructions about the test procedure. To students who did not get at least 90% marks, the teacher provided diagnosis teaching. The 600 research studies conducted by Black and William (1998) indicate that the teacher assessment which diagnoses pupils' difficulties and provides constructive feedback leads to significant learning gains, particularly for low attaining pupils. In the test then she would have to write five times the taught concepts.

Students were given some incentives for motivating them for getting good marks. She created an atmosphere of healthy competition among students of her class. These incentives were:

- a) competition among groups within the class for  
Getting good marks
- b) competition among students of the whole class for

- c) getting good marks
- d) ovation for high achievers within the class
- e) getting good remarks from the teacher on their note books

Students were reminded about the test and about its content a day before the test and every after teaching session of two days they were administered a comprehensive class test about the entire content that they were taught within the past two days. In this experiment class tests were administered frequently (every after two days within five weeks treatment) and students had no way to escape them.

During these five weeks the teacher covered the following content of the English textbook of the 9<sup>th</sup> grade of the Punjab textbook board, Lahore:

1. Chapter 1- 6. Reading of all chapters and solving all the exercises given in the textbook. In addition to solving exercises following activities were conducted in order to improve students' communication and writing skills. The teacher taught the content by conducting different activities that are mentioned below:

- a) Creative writing practice
- b) Presentations
- c) Role play
- d) Preparing charts and tables/ use of words in sentences
- e) Listening Reading from the teacher and from the classmates and answering questions about that listening.

The teacher conducted a test every after two days' teaching. The target in these tests was to achieve highest marks (that is more than 90 %). Fear of getting less marks, fear in case of getting less marks and competition among classmates for getting good marks and good remarks from their teacher motivated students to take an interest in the teaching/ learning process and concentrate on learning the concepts for the purpose of performing better in the tests.

In the control group the teacher kept on teaching without administering class tests. The teacher's focus was to cover the text material/syllabus.

At the end of treatment period students of the experimental and the control groups were informed about the teacher-made post-test. A teacher-made post-test was administered to both the experimental and control groups on the same day, at the same time, for the same duration and in the same environment. The results of the tests were prepared by the respective teachers and were handed over to the researcher. The researcher tabulated these data for statistical analysis.

### **Data Analysis and Interpretation**

The collected data were tabulated and an analysis was made by using SPSS 15.0 version and the difference of performance between the experimental and control groups was measured by applying the Paired Sample T- test. The detail of the data analysis is stated below:

**Table: 1: Analysis of Pretest of Control and Experimental Group:**

**Paired Samples Tt. test to find out the difference between the two groups in pretest performance**

	Mean	N	t	df	Significance
Marks obtained by Experimental Group in Pretest Marks obtained by Control Group in Pretest	22.90	30	-	29	.428
	23.43	30	803	29	

### Interpretation

Table No.1 depicts that the T- value is not significant at the 0.05 level of significance. So it is clear that there is no significant difference between the performance of the experimental and control groups in pretest. There is no significant difference between the mean score of students in the experimental (22.90) and students in the control group (23.43) which indicates that both the groups were similar.

### Testing of hypothesis:

Hypothesis of the study was testing at the 0.05 level of significance and the Paired Sample T test was used to test the null hypothesis of the study.

### Hypothesis:

Frequent testing has no impact on students' performance in the subject of English.

**Table: 2 Paired Samples T test to find out the difference between the two groups in teacher-made posttest performance:**

	Mean	N	t	df	Significance
Pair Marks obtained by Experiment al Group in Posttest	73.93	30	11.121	29	.000
Marks obtained by Control Group in Posttest	38.63	30		29	

### Interpretation

Table No. 2 explains that t. value is significant at 0.05 level of significance so it is obvious that there is a significant difference between the performance of students in the experimental and those

in the control group where students of the experimental group performed better than students in the control group. Hence the hypothesis that frequent testing has no impact on students' performance in the subject of English is hereby rejected and it was found out that frequent testing had positive impact on students' performance in the subject of English. Mean score of the experimental group is higher (73.93) than the mean score of the control group (38.63). It shows that frequent testing had a positive impact on students' performance in teacher-made posttest as they were used to testing and had learnt better and performed better than students of the control group.

### **Findings of the Study**

**Through statistical analysis of the collected data it was found that:**

1. There is no significant difference between the performance of students in the experimental and the control groups in the pretest. It means that the both groups were similar in the beginning of the treatment.
2. There was a significant difference between the performance of students in the experimental and performance of students in the control group. Whereas the students of the experimental group performed well than the students of the control group in the teacher-made post-test.
3. It was found out those students who were given frequent tests in the subject of English got better marks in the teacher-made post-test as compared those who were not .

## **Discussion**

The findings of the present study that frequent testing has positive impact of performance of students are in consistent with findings of researches conducted in the field. For example Mindler and Sarason (1952) who studied that the fear of examination invariably resulted in a performance in evaluation situation, Nathan Kling and et. al (2005) find out that under certain conditions, students tend to perform better with more frequent testing and more frequent testing tends to increase student evaluations of faculty and Sylvia (2005) who finds out that fear of examination is viewed as state having considerable significance for academic performance. At the same time the findings of present study are in agreement with Roediger's (2006) research that testing can be used as a powerful means for improving learning and Tuckman's (2002) that students who were given a quiz on reading material every week outperformed students who were given comparable homework or who had neither.



## **Conclusion**

Students in the experimental groups performed better than those of the control group in the teacher-made post-test. Obviously it is the positive impact of frequently testing (twice tests within a week) and in the treatment of five weeks they appeared for tests in the subject of English for ten times. So they became used to taking tests. They overcame the exam phobia as they had to appear for a test every after two days. Similarly they grasped all content that the teacher taught.

The teacher in the experimental group used class tests as motivational techniques for successful learning by creating an atmosphere of competition among students. This technique had a positive affect on student learning as students in experimental group got a better mean score as compared to those in the control group.

## **Recommendations**

On the basis of findings and conclusions of the study following recommendations were made for the improvement of the situation and for further research in the field.

1. The teacher may conduct frequent tests in the class in order to maximize students' learning.
2. Students can gain mastery in learning the English language at the secondary level through frequent testing.
3. Teachers may plan their lesson in such a way that the taught content be assessed frequently.

4. Frequent testing may be used as a motivational technique in the teaching process for successful learning of students.
5. Teachers may use students' fear of examination in a positive direction by engaging them in learning tasks.
6. Teachers may use frequent testing in the teaching of other subjects as well in order to maximize students' learning.
7. Further researches may be conducted on the impact of frequent testing on male and female students and the differences among male and female students regarding frequent testing may be investigated.
8. Further researches may be conducted in order to find out the impact of frequent testing on the results of the final examination of students.

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## **Linguistic Attitude of Kalasha Speakers in Kalkutuk**

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### **ABSTRACT:**

Kalkutuk is situated on the eastern side of Chitral River about six kilometers from Darosh on the main road connecting Dir to Chitral. It is a Palula speaking village inhabited by the migrating Kalasha people who after conversion to Islam started living here. Leitner (Morgenstierine: 1973) first described Kalasha in 1877. Grierson in a linguistic survey of India (volume 3) documented the Kalasha language from the data collected from a respondent who knew the language but was not a native speaker of Kalasha. Graziosi (ibid) gave a 1960 estimate of 1391 Kalasha speakers plus 2230 ethnic Kalasha who were converted. The present study will investigate into the sociolinguistics of Kalkutuk with an objective to probe into the factors responsible for the frequent language shift of the ethnic Kalasha but identified as Palula speakers in Kalkutuk. The method included survey techniques and the tools were the Participant Observation, closed form of Interviews, Closed form of questionnaires wordlists and text recordings. The data collected

was analysed to draw conclusions. The study led to the findings that Kalasha belongs to a low prestige linguistic community and people believe that by giving up languages of less utility and by shifting over to the lingua franca they will have better opportunities in life and eventually their economic condition will improve.

**Key Words:** Language Death; Religion Conversion; Low Prestige Language Community.

## **Introdcuation**

The Kalasha language, also known as Kalashmun belongs to the Dardic group of languages, further classified as a language of the Chitral group. Kalasha is spoken by the people inhabiting the Bamboreet, Ramboor and Birir valleys, ten miles down the river from Chitral city of the North West Frontier Province of Pakistan. These valleys are still known as Kafiristan which is an Urdu word referring to the land of those people who rejected any conversion to Islam and followed their own religion. The history of Kalash people remains obscure, some of their cultural practices supports them to be the descendants of the armies of Alexander the Great, but there is no evidence in this regard except Plutarch and Justin (2004) who are the authors of “The Invasion by Alexander the Great” stated that his army reached “Nisa”, which is thought to be Kafiristan but Woodcock (1996) thinks that “Nisa” is one of the colonies of Greece before Alexander’s passing through the area. There seems a probability of presence of a Greece colony in Kafiristan. If so, then even they were in a minority. Whatever is the case they have a rich culture and tradition of their own. Kalasha speakers entered Chitral from Waigal to Birir in the south, and from Nooristan to Lutkoh in the northwest.

Israr-ud-Din reported (1979) that Kalasha ruled the southern Chitral for three centuries. Parkes (1990) and Biddulph (1986) reported that Raisas defeated Kalasha and became the first Muslim rulers of Chitral. Raisas were Khowar speakers. It is also reported by the respondents during survey that Khowar of the southern Chitral has Kalasha words in it, even the names of villages are still Kalash words like Drosh and Jinjireet etc. Their presence

in the southern Chitral is a fact supported by the general agreement of the people of Chitral and is reported by Robertson(1970) and Wazir Ali (1974). Wazir also mentioned Baori as the Kalasha dominated area, which is near Kalkutuk. Pastures across Baori were shared by both communities which weaved the communities with strong ties of friendship, enmity and relationships. Inter-marriages still take place frequently. Morgenstierine (1973) acknowledging Gurdon's data mentioned 16 Kalashmun families in Kalkutuk. Gurdon confirms the same saying that according to his informants, Kalasha was spoken in Kalkutuk. On the basis of information provided by Wazir Ali, Morgenstierine (Ibid) identified two dialects of the Kalasha language and said that in Kalkutuk, the southern dialect of the language is spoken. The hamlet of Kalkutuk was never been visited by Morgenstierine (Ibid) nor by other linguists till Alberto Cacopardo's survey in 1990. He studied Kalashmun but the Kalasha speakers of Kalkutuk were not studied. Decker (1992) stated that there are several Kalasha speaking families in the village of Kalkutuk. In 1994, he writes 4000 population for the village of Kalkutuk out of which more than half of the village he reported to be ethnically Kalasha and speaking Dangarik (Palula), the rest he said were Khowar speakers. This paper came out as a result of a sociolinguistic survey of Chitral carried out in 2004 and 2005 by the author. As a part of survey, the hamlet of Kalkutuk was visited in assistance with a native resident of the area called Fakhruddin. He was working in Frontier Language Institute, Peshawar. He was proficient in Khowar and Palula alongwith Urdu, so the communication barrier between the community and the researcher



was fully bridged. He accompanied the researcher throughout the data collection.

The researcher has endeavored to discover and discuss the reasons for the language shift in a community which was at a higher level of the shift and in a state of transition for the second time within a short time period of three decades. The researcher has developed a certain guarded bias towards the desirability of preserving small, endangered languages and revitalizing them wherever feasible. The present study attempted to find out the factors responsible for the language shift of Kalasha speakers in Kalkutuk village of Chitral. The study is a kind of detection strategy of the sociolinguistics of the community and in this way it will be of interest and importance for the organizations working for the development of policies to empower communities in social and economic sense, reflective of the language of those people. Respect for languages will lead towards better language policies and it is hoped that this study will be useful for the development of strategies for the maintenance and sustainability of indigenous languages. It will contribute towards the strategic development for the survival of cultural heritage, especially in Pakistan. The study will be a unique contribution towards the linguistic studies of Pakistan in specific and towards those of the world in general.

## **Research Questions**

- 1-Why do some people give up speaking and transmitting their ancestral language while others hold onto their language?
- 2-Are bilingualism and multilingualism contributing towards the loss of the languages under study?
- 3-Is the economic status of the community responsible for the indigenous language loss?

## **Methodology**

The study was delimited to Kalkutuk. Kalkutuk was selected for data collection because the Kalash inhabitants of Kalkutuk had shifted to the Palula language from the Kalasha language in the near past and now they are again repeating the same behaviour by shifting over to the Khowar language. All Kalash residents of Kalkutuk comprised the population of the study. The random sampling technique was used for data collection for the sake of giving an equal chance of selection to every individual. The selected geographic boundary was visited for a period of 25 days and data was collected using observations, wordlist collection, interviews and questionnaires. The data collected was analyzed statistically by calculating percent responses and then discussing the results.

Participant observations were recorded during the survey in the form of field notes. Observations of the researcher during the survey of the delimited area of the study were jotted down in the form of field notes, which were then used and referred to during the analysis and discussion. A verbatim record of what people say was summarized and condensed in sequence. The observation tool was

used because attitudes, condition, interest, opinions and insights into the complex realities of the population were to be recorded. These were the field observations where we had no control over variables (ex post facto). Reports were to be developed on what happened and what is happening.

Language comprises of a vast number of words people use to refer to the things they use, see and experience. A standard list of 210 was used which constituted various classes of nouns, adjectives, verbs and numerals. Three Kalasha speakers from Kalkutuk filled the wordlist for Kalasha, five ethnically Kalasha but linguistically Palula speakers filled Palula and Khowar wordlists. These lists were transcribed by the researcher (as most of the respondents were not able to write) and then compared to get one reliable list for each language for further comparison and analysis.

Five ethnically Kalash respondents were interviewed. Five days were devoted for interviewing the respondents. These interviews were open-ended which extended to hours of conversation. Interviews were used as research tools to get in-depth information; interviews were recorded to counter check the responses of the observation and questionnaires. Native speakers accompanied the researcher for the guidance and transcription. Interviews were recorded on audiocassettes and jotted down alongwith.

Closed form questionnaires were used to check the responses about particular groups to investigate the research question, as factual information and opinion of the speakers were required. A questionnaire designed for this study had 30 items with

sub-items where required. The questionnaire was designed to gather a variety of information regarding demographic factors, sociological factors, and political factors contributing towards the change of attitudes of Kalasha speakers living in Kalkutuk.

## **Data Analysis**

### **Geographic Location**

Chitral is divided into six main areas; these are Lutkoh, Chitral, Mastuj, Torkhow, Molkhow, and Drosh, The main focus of my research is Drosh, and a village of this area called Kalkutuk. The village is located on the main road, approximately 6 kilometers south of Drosh (linguistically Khowar), and part of the way that leads to Lawari pass.

Multilingual speakers inhabit Kalkutuk village. The area is connected with side-valleys, which are named the Shishikoh, Biori, Jinjiratkoh, Ursoon and Ashret Valleys. The altitude of this area is 4300 feet above sea level.

### **Linguistic History of Kalkutuk**

Ethnically most of the Palula speakers are Kalash who have switched from Kalasha to Palula (Dangarikwar). Kalasha speakers are rare in the community and are above the age of 70. The history of the language as reported by the respondents during the survey is that a tribe migrated from Gilgit to Baori village after a quarrel with another tribe in Gilgit and they settled in Baori (a very barren mountain). They were Muslims and they started missionary activities in the nearby villages, as they had nothing to do in their occupied land. The language of those people was Palula. Kalasha converted and accepted Palula, as they wanted to throw the Kalasha

language along with their Kalash religion. Switching over to Palula became a symbol of being converted.

Another legend reported by an old resident of Kalkutuk who was considered as the best historian of the area, that a Qureish family came in Kalkutuk in 05-06-823. He reported that those Qureish were kalasha by religion. They led jungle life. Then a pipe was made out of wood to bring water from Baurigoal Nallah. Population increased and they spoke Kalasha for 200 years. They ruled the area. After a long time a man of unknown identity came from Dir to Kalkutuk and started preaching Islam in the village. All Kalasha got converted. Ninety percent of the interviewers reported that the legend was true; the elder son of that man, known as “Shahzada” married a converted Kalash girl. They made Kalash people accept their intelligence and gradually power shifted in the hands of Shahzadas who were Khowar speakers. According to this legendary report, the local residents of Kalkutuk kept on speaking Kalasha language, and Palula language came to Kalkutuk only due to intermarriages from other areas, especially from Baori which is nearby Kalkutuk. Actually pastures are located beyond Baori and are shared by both localities and Kalkutuk people have to cross Baori to reach pastures. They have no family or social constraints regarding marriage patterns therefore intermarriages are common among these people. Thus the language of the mothers from Baori to Kalkutuk is Palula.

Rejection of Kalasha is based on religious aspects all over Chitral, hundred percent respondents reported that Kalasha was given over after conversion, because it is still believed that one who speaks Kalasha is not a Muslim. In 1960, after conversion, all the

residents of a village named Sweer, near to Kalkutuk, across the river, went to a mosque and took the oath not to speak Kalasha from that day onwards and rather speak Khowar only.

At the same time a village in the name of Ursoon is still a Kalasha speaking community because they have given a new name to Kalasha. They call it Ursooni language. Ursooni is a dialect of Kalasha and they instead of giving up their language are intelligently handling the social situation.

### **Ethnic History of Kalkutuk**

Respondents of the present study are 51.92% Qureshi, 3.84% Raees, 34.61% Sikandaria and 9.61% Dangarik. Question was asked to check the historical background of the Palula Speakers and the values show that majority are Qureshis and Sikandaria, both Kalash tribes who after conversion shifted their language from Kalasha to Palula. 86.53% respondents reported that Kalasha was the religion of their forefathers, only 13.46% reported for Sunnism. This proves that Palula speakers were Kalash by religion and by language in the past. 80.76% population reported that their grandparents spoke Kalasha when they were non-Muslims. 19.23% reported that they spoke Palula when they were non-Muslims. This proves that majority of the Palula speakers were Kalasha speakers before conversion. Those who reported for Palula might be the people living in Baori as non-Muslims or they might be the people living in Kalcutuk before the arrival of the converted Kalash.

**Ethnic data of Kalkutuk**

Quresh/ Kalash	947	67 %
Mumrakhal	35	2.81 %
Khatakhali	45	3.17%
Khatoraa	31	3.18 %
Khushiya	36	2.48%
Piyala	46	3.7 %
Bagala	22	1.77 %
Akhuzada	7	.32%
Shaghniya	4	.16 %
Dashmanaa	3	.024%
Biyeka	6	.48 %
Khathani	5	40 %
Various	60	4.90 %

**Education in Kalkutuk**

Literate	546
Men	342
Women	204
Primary	419
Metric	70
Intermediate	17

B.A	6
M.A	0
Hifaz	34

Literacy rate in Kalkutuk is very low: 28.84% of the population is illiterate, 76.73% are educated up to primary, and 12.82% are Matriculates, 3.11% holds intermediate qualification. Only 1.09% population is educated up to the graduate level and no one is a postgraduate in the area. Female education is less but the young girls are mostly educated up to the middle level. Some are teachers in the nearby schools and improving their education from Allama Iqbal Open University, as there is no college near Kalkutuk and girls have to stop after matriculation.

A hundred percent respondents stated that there were no books in Palula and 96.15% stated that they do not want books in Palula. Question was posed to find out the attitudinal changes of the community. It is very clear that they have no interest in preservation of their language. With these attitudes of the natives, indigenous knowledge of the community will die off with a remaining rootless generation who would be able to move ahead but without any history, culture, traditions and values.



## **Economic condition of Kalkutuk**

### **Occupations in Kalkutuk**

Farming and Livestock	50
Job	14
Driver	31
Masson	13
Carpenter	12

Fifty percent population is engaged in farming and livestock, 14% are employees and 36% are labourers. Farming is not up to the level of export. Farming only meets domestic needs of the people of Kalkutuk. Women are mostly engaged in farming and men are engaged in labour. Employment rate of the community is very low. The rate of employment always depends upon the literacy level of the community which is again very low. Those members who are educated are involved in jobs in private sector. No one is in government job among them.

The economic condition of majority of the people living in indigenous communities lies below the line of poverty. As a reaction to social and political forces, people, especially younger ones want to cross that line to live a life free of poverty at any cost.

## **Bilingualism and Multilingualism in Kalkutuk**

### **Linguistic Data of Kalkutuk**

Khovar	623	49.78 %
Palula	541	43.97 %
Gujri	51	4.10 %
Pushto	31	2.49 %

A percentage 92.5 people of the area reported that they are bilingual and multilingual. 19.23% respondents reported that their mother tongue is Khovar. A percentage of 51.92 populations reported for Palula and 28.84% reported for Kalasha. A hundred percent of the population of Kalkutuk is bilingual in Khovar. A hundred percent of the respondents reported that Khovar is the language understandable to all age groups of the village of Kalkutuk. This shows that the community is inclined towards Khovar. A percentage of 90.38 population reported that they speak Khovar when they go outside their village. Khovar is used for communicative purposes throughout Chitral and is also known as Chitrali language. Urdu is the medium of instruction in schools inside and nearby Kalkutuk, but teachers and students both use Khovar in schools. Youngsters cannot even understand Palula and Kalasha. Khovar is a language most used in the village, some old people can speak Palula but only when they are asked for it. Now from the past 5-10 years it is another thought that Khovar speakers of the community are from higher status (from a powerful stratum and therefore they are educated and being educated ones, are liked

and preferred for marriages. These marriage patterns are bringing Khowar and replacing Palula from Kalkutuk.

## **Linguistic Comparison of Languages in Kalkutuk**

### **Kalasha vs. Palula**

The comparison of the wordlists has proved that 12% words of Kalasha are found in Palula that are similar in sound and vice versa. It also proves that these languages are 18% lexically similar. It means that 18% words of Kalasha and Palula are same. Only 10% words of Kalasha and Palula are totally different from each other. These values prove that the two languages are 30% similar and only 10% different from each other. This might be due to the process of language change going on continuously in the languages all over the world. Languages do overlap and this overlapping might result in a total change of a language. Palula language spoken by Palula speakers is 30% similar with Kalasha language, a percentage which cannot be considered responsible for language shift.

### **Palula vs. Khowar**

Palula language when compared with Khowar using a standard wordlist shows that Palula is 20% phonetically similar to Khowar. This means that the word sounds of Palula and those of Khowar are 20% similar. Twenty percent of the words of both the languages sounds similar. It is also proved that lexemes of Palula and Khowar are 22% similar, means that 22% words of both the languages are same. It is proved that the two languages are only 10% different from each other in the sounds of their words. This proves that Palula language is 42% similar with Khowar and it is

therefore easy for Palula speakers to shift over to Khowar as they are already using 42% words of that language while speaking Palula. Khowar is the lingua franca of Chitral and every speaker is bilingual in Khowar language. This is the reason that the minor languages of the area have significant Khowar sounds and vocabulary. People need to use Khowar outside their linguistic communities therefore some words of the language of use became a part of their home language unknowingly. Such a change is seen everywhere in the world. Regional languages of Pakistan had borrowed words of Urdu and Urdu is borrowing English vocabulary day by day.

100% community of Kalkutuk reported of being the permanent residents of the area.

### **Linguistic Attitudes**

The village of Kalktuuk is home to almost 1300 people (census 1998). This “handful” of people speaks five different languages, and have experienced language shift twice in the last three generations.

A percentage of 96.15 population reported that Kalasha people started speaking Palula after conversion. A percentage of 3.84 reported that they started speaking Khowar after conversion. This proves that Kalasha after embracing Islam shifted their language from Kalasha to Palula and Khowar. A hundred percent respondents strongly agreed that their grandparents rejected Kalasha and accepted Palula considering it a Muslim language.

When asked about the use of Palula, 98% interviewers reported that they are moving on for Khowar and it was observed

during my stay in Kalkutuk that they are primarily using khowar in their homes and outside.

The responses of respondents indicate that they do not feel that Palula will continue to be used in future. A hundred percent respondents said that Khowar is the most commonly used language and it is important to them as compared to Palula. A percentage of 88.46 respondents reported that they would use Khowar if they want to give an important message to their people.

There only around a dozen elderly people are left in the village who just know Kalasha but do not like to speak it. Kalasha language is at its death bed in Kalkutuk. A few speakers of Kalasha in the village are in their 70's. With the death of these few people the last signs of Kalasha language will disappear from the village. In an interview, Muhammad Wali Shah, a man of 72 says "The people, to whom I used to speak Kalasha in my childhood, do like to speak it now". He added that until 60's he had a company to speak the language but after that no one like to have conversation in this language.

Kalasha was dominant in the village until 30s and no one had left it for Palula and Khowar. Even some non-Kalasha speaker used to speak it. Salah Khan, another elderly man says "My father was a Khowar speaker who immigrated to Kalkutuk from Madak(a stream in north of Chitral) and married a Kalash women of the village. There was a Kalasha speaker in my home and that is why I know Kalasha".

Rahim khan a man of 40 and son of Kalasha parents totally do not know Kalasha, rather speaks Palula. He says "I had learnt

Kalasha along with Palula and Khowar in my childhood but later on I forget Kalasha language due to domination of Palula". He speaks Palula with his children.

Khoshani an old lady of the village says" My parents were Kalasha speakers and my mother-tongue was Kalasha. I used to speak Kalasha as long as I was with my parents. I stopped it when I married and began to speak Palula. My mother-in-law was Palula speaker of Biori and the language in my home was Palula". Palula language is also on its way towards decline and the villagers are giving it up for Khowar.

Khowar permanently came in the village with rulers when a fort for the ruler family was constructed in the village in 1930. Before it the villagers were speaking Khowar either with three or four Khowar speaking men of the village or in Drosh Bazaar when they went there for shopping or for other businesses. Then people started marring Khowar wives and as a result Khowar became mother tongue of their children. Khowar was the official language at that time so everyone in the village liked to learn it and they taught it to their children for the sake of their better future.

### **Social Prestige of the Languages in Use**

The prestige attached with the languages frames the attitudes of the speakers speaking those languages. According to Giles, prestige of the language and culture of a speech community is not only recognized within the immediate confines of its territory, but internationally as well. The people of Kalkutuk gave up Kalash because of inferiority complex and the easiness of adopting other language further helped them in doing this. In the

time of Muslim rule, all Kalasha of the area were in Rayat class (the lowest class) and were forced to do lower jobs. These people hesitated speaking their language before Khowar speakers. This difference further went up when a fort was constructed here in 1930 for the son of a Khowar ruler and many Khowar speakers came in the village as office bearers with the prince.

Wasim Khan born on 1937 says, “People of Kalkutuk gave up Kalasha because of inferiority complex. Other tribes in the area were considering Kalasha low in status and due to Kalasha language this inferiority was more visible. The people of Kalkutuk started thinking that due to Kalasha speaking people consider them inferior”

It was observed that the prestige attached with Kalasha language still rates very low within the community and all over Chitral. Kalash people are still called kafirs (non believers) and the valleys inhabited by Kalash people are known as kafiristan (a place where kafirs live). The neighbouring linguistic groups have negative attitudes towards Kalasha language and are often expressed in the form of adverse behaviour and non desirous language use. These negative attitudes of the surrounding linguistic groups compelled them to shift their belief patterns along with their language for those of the prestigious groups surrounding them. In Kalkutuk Kalash people suffered the same and shifted their language after conversion to Palula but now they are under the influence of certain forces which are related to language prestige and are equally pressurizing other linguistic groups in Kalkutuk. It is actually a hierarchal movement towards a more prestigious language option. Kalash people after a successful venture of opting

Palula are proceeding for an extension in their life style by shifting on to Khowar language to get access to the facilities of a better life. They are progressive in their behaviour towards external pressures and societal demands.

### **Marriage Patterns**

A hundred percent of the respondents reported that to integrate themselves in a bigger and better community they want to marry Khowar speaking girls. A hundred percent of the respondents reported that when Palula women marry Khowar men, they, after marriage speak men's language. They might be customized to do so but it is proved that they speak men's language is an attitude towards Khowar because when asked about the men marrying Khowar girls, it was reported that they also start speaking Khowar. It is reported in an interview that Palula men prefer to marry Khowar girls in order to make their children learn Khowar easily. A hundred percent of the respondents reported that children speak Khowar language irrespective of this language coming from either of the parental side. This proves that both the parents want their children to speak Khowar rather than Palula therefore it does not matter who is linguistically Khowar speaker and who the Palula speaker.



## **Modernization**

A percentage of 69.21 of the respondents reported that people have adopted the ways of other group. They reported of the people becoming modern. Modernization is a social factor contributing towards language shift and bringing about social change. It fascinates people and attract towards itself by bringing attractive means of economic development which creates such a force of attraction for the individuals that they change themselves willingly. Behavioural changes are created, thus moving the individuals to accept the new and modern ways of living at any cost. A percentage of 92.30 respondent reported that they do not speak the language spoken by their grandfathers. Only 7.69% reported of speaking the same language that their grandfather did and were more than 70 years of age.

## **Role of Media**

A percentage of 90.38 respondents reported that they listen to Khowar programs on radio and 9.61% reported for Urdu. This proves that Khowar is the language most listened by the people on radio. The reason seems to be a political one as the minor languages have no place in radio transmission and people are forced to listen Khowar, by having no other choice. When they listen to it, naturally attitude towards that language gets positive which in turn affects the native language. This proves that the means of communication are affecting minor languages. Media is an active tool to bring about the required changes among the masses. Media always psychologically change the opinion and

attitudes of the masses according to the requirement of the power group.

### **Findings of the Research**

It was found out that the linguistic group under study belongs to a low prestige linguistic community and they have given up their language to integrate themselves in a bigger community and to break the barrier between them and the more prestigious group surrounding them and after realizing the benediction of their action, they are now trying to proceed a step ahead and again repeating the act of shifting language. Contribution of bilingualism and multilingualism towards the loss of all the language under study is significant. These two activities make the shift easy and work as a catalyst by boosting up the attitudinal changes involved in the process of language shift. The economic status of the community is one of the most active elements responsible for developing negative attitudes towards native language; rather it is the strongest factor responsible for language shift in the area. It is proved from the results of data analysis that for the sake of moving on to a better economic status Kalasha speakers have given up their indigenous language for the pragmatic languages of the area. People also believe that by giving up the languages of less utility (Kalasha and Palula) and by shifting over to the lingua franca of the region they will get better jobs and better opportunities in life and eventually their economic condition will improve.

### **Conclusion**

The study led to the conclusion that the causes of decline of indigenous languages and negative attitudes of ethnically

Kalasha community towards their native language are: The economic status of the community and power balance of the language in the area, Modernization and urge for access to better life style as the social right, Societal bilingualism and multilingualism as catalysts of change, Education level of the community and above all, the internal force of change among the native speakers' behavior, brought into play under the effect of external forces fostered by the social and political environment of the area.

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**APPENDIX-1****QUESTIONNAIRE**

Name-----

Age

18-20, 25-45, 45-60, 60-70, 70 above

3. Profession

Farming

Employed

Laborer

Education level

Illiterate

primary

metric

intermediate

graduate

postgraduate

Tribe/family

Quraishi

Prince

Other

You are a:

Permanent resident of kalkutuk

Migrated

Did your fore fathers migrate to the area?

Yes No

The name of your mother tongue is:

Khowar

Palula

Kalasha

What was the religion of your grand father?

Kalasha

Sunni

Ismaili

Other

10. What language they spoke when they were non-Muslims?

Kalasha Palula Khowar Urdu English

11. Did they shift their language after conversion?

Yes No

12. Which language they started speaking after conversion?

Kalasha Palula Khowar Urdu English

13. Did they rejected kalasha and accepted palula considering it a Muslim language?

Strongly agree Agree Disagree Strongly disagree  
Undecided

14. Which language is understandable for all age groups of your village?

Palula Khowar Urdu English

15. What language do you speak when you go out side your village?

Palula Khowar Urdu English

16. Do you think people are adopting the ways of other group?

Yes No

17. Do you speak the same language as your grand father did?

Yes No

Are there books in Palula?

Yes No

Do you want to have books in Palula?

Yes No

Are there people in your family from other language groups?



Yes No

Do your people marry out side your village?

Yes No

a) When your women marry men who speak Khowar language  
what language do they speak?

Their own Men's

b) When your women marry men who speak Khowar language  
what language do their children speak?

Mother's Father's

c) When your men marry women who speak Khowar language  
what language do they speak?

Their own Women's

d) When your men marry women who speak Khowar language  
what language do their children speak?

Mother's Father's

Do you listen to radio?

Yes No

Which language do you listen to?

Khowar Urdu

25. If you want to give an important message to your people what  
language would you use?

Palula Khowar Urdu

## APPENDIX-2

### Text

Hakim Khan's Dada (grandfather) told him that one of their close relative was residing in Ramboor. He was wealthy, smart and beautiful. He had a gold tooth, a symbol of rich men in the area. He fell in love with a girl who belonged to prince family of Chitral. Prince family killed him in accusation of affair with their girl. They threw him in the river after cutting his head out of his body. His head came down with the fast flowing river making the water blood red. It was taken out of the river at Kalcutuk as there is a big rock between the rivers at this place. Three day celebration were made in Kalkutuk by some of his for off relatives residing here and then this body part was taken over by his close relations to Bamboorait, Eight day celebrations were held, every Kalash participated. On the ninth day the head was taken to their graveyard (Museum) along with his households and put there for the next processing.

## APPENDIX-3

### WORDLIST

Body

Head

Hair

Face

Eye

Nose

Mouth

Ear

Tooth  
Tongue  
Breast  
Belly  
Arm  
Elbow  
Palm  
Finger  
Fingernail  
Leg  
Skin  
Bone  
Heart  
Blood  
Urine  
Feaces  
Village  
House  
Roof  
Door  
Firewood  
Broom  
Mortar  
Pestle  
Hammer  
Knife  
Axe  
Rope

Thread

Needle

Cloth

Ring

Sun

Moon

Sky

Star

Rain

Water

River

Cloud

Lightning

Rainbow

Wind

Stone

Path

Sand

Fire

Smoke

Ash

Mud

Dust

Gold

Tree

Leaf

Root

Thorn

Flower  
Fruit  
Mango  
Banana  
Wheat  
Millet  
Rice  
Potato  
Egg  
Groundnut  
Chilli  
Turmeric  
Garlic  
Onion  
Cauliflower  
Tomato  
Cabbage  
Oil  
Salt  
Meat  
Fat  
Fish  
Chicken  
Cherry  
Cow  
Buffalo  
Milk

Horn  
Tail  
Goat  
Dog  
Snake  
Monkey  
Mosquito  
Ant  
Spider  
Name  
Man  
Woman  
Child  
Father  
Mother  
Elder brother  
Younger  
brother  
Elder sister  
Younger  
sister  
Son  
Daughter  
Husband  
Wife  
Boy  
Girl  
Day

Night

Morning

Noon

Evening

Yesterday

Today

Tomorrow

Week

Month

Year

Old thing

New

Good

Bad

Wet

Dry

Long

Short

Hot

Cold

Right

Left

Near

Far

Big

Small

Heavy

Light

Above

Below

White

Black

Red

One

Two

Three

Four

Five

Six

Seven

Eight

Nine

Ten

Eleven

Twelve

Twenty

One hundred

Who

What

Where

When

How many

Which

This

That

These



Those

Same

Different

Whole

Broken

Few

Many

All

You eat!

The dog bites

You are

hungry

Drink!

You are

thirsty

Sleep

Lay down

Sit down

Give

Burn the

wood

He died

Kill

The bird flies

Walk

Run

Go

Come

Speak

listen/hear

Look/see

I

You

He

She

We

They

Us

**No One Writes to the Colonel: an event of social  
protest**

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**ABSTRACT**

This research paper is an effort to demonstrate how assertive is the mode of protest Márquez (1968) has adopted in his novel '*El coronel no tiene quien le escriba*' (No One Writes to the Colonel). Addressing the troubled history of Latin America, the novelist projected the collective consciousness of the people of Latin America as well as an individual's subjective experience. The study highlights the significance of fiction as a powerful means to unveil and thus comment upon the prevalent socio-political and economic situation. Magical Realism has been relevant in that it is an

important tool to enable Márquez to protest against the unfavourable conditions resulting from the colonial experience.

**Key words:** Social protest; Magical Realism; Latin America

## Introduction

According to the Scribner Bantam English Dictionary (Williams: 1977) the word *Social* refers to “the relationship and problems of human beings living in a community” (863), whereas to *protest* is to complain against something or “to object strongly; statement or declaration of objection, disapproval, or dissent” (727). In this context, the term *Social Protest* means the protest originated by the systems and sub-systems of society in the result of the strong disapproval of a trend, practice, standard, etc. According to Meyer and Lupo (2006) social protest became the centre of attention in the 1960s when the political scientists showed a propensity towards it. They further hold that politics was at the root of the social protest and that it resulted

. . . largely in response to unfolding events, particularly the movements for civil rights and against the war[s][...], and the student and democracy movements globally. Previous work on social movements had emphasized mass irrationality, often a function of anomie, which was seen as a result of people acting out when conventional politics provided no routes for expressing influence... Political scientists from both the left and the right examined more contemporary phenomena and found the tenets of the old collective behavior approach did not withstand empirical examination, and saw both rationality and a connection with mainstream

politics at the core of social movements (Meyer & Lupo: 2006. 112).

Being the most sensitive constituent element of a society, a writer actively takes part in voicing his/her protest regarding what s/he thinks is not in accordance with the individual as well as collective conscience of the society. Nonlinearly related to each other, protest and social problems play a vital role in defining the parameters helpful in determining the drawbacks and merits of a particular social structure. Márquez also endeavours to communicate his concerns regarding the general political situation of his country. The technique of Magical Realism is pertinent in that it has been used as a powerful tool to make such communication possible. The experience Márquez had had in his life is reflected throughout the fiction he produced. On the one hand, his writings reflect the troubled collective history of Latin America, and, on the other, it is the articulation of the subjective experience of an individual.

The present paper seeks to draw attention towards how the mode of social protest may highlight, mould, and ultimately decide the intensity of the undercurrents in the very structure of the social fabric. What matters is how Márquez makes the reader stand on the same plateau as the characters of the *No One Writes to the Colonel* and the general public of Latin America does. The author's skill is at its height when the reader experiences the same past running through his/her veins that the colonel in the novel or any Latin American citizen is forced to breathe in.

Fuchs (2006) argues that the "social movements are dynamic communication systems that permanently react to political

and societal events with self-organized protest practices and protest communications” (101). The specific political circumstances of Latin America, in the present case, may be taken as the driving force originating a strong social movement, which ultimately represents the predicaments of the whole Third World. The colonel may be taken as a symbol of the Third World, suffering from the state of an un-ending wait for the fulfilment of promises of peace and prosperity made to it by the Empire, but only at the cost of exploitation. The characters of the novel are denied the right of communicating their disapproval over the way they are treated. The way the author portrays the colonel and his wife in a particular situation is a means of protest on the former’s part, which he otherwise would not have been able to communicate.

### ***No One Writes to the Colonel: A brief overview***

*No One Writes to the Colonel* is a powerful novel, written in 1958, by the Colombian magical realist, Márquez. Although short, the novel embodies much serious themes such as those of love, oppression, colonial experience, social injustice and the subsequent problems, determination, struggle and hope, etc. The setting of the novel is a Colombian town and the story revolves around an old man, who has taken part in the civil wars and had been awarded the title of colonel. The colonel had applied for pension some fifteen years back, and every morning goes to the post-office in the hope that the pension-letter might have arrived.

As the story unfolds, the colonel and his wife are shown as experiencing the worst economic condition of their lives. With their son killed in one of the civil war, the couple now lives alone. Even in the worst economic condition, the old man spends whatever he

has got on a rooster, a fighting cock and the only thing they have inherited from their son. The rooster not only does let them remember their son, but serves as a symbol of hope and sustenance, which saves the colonel and his wife as well as the whole town from drowning into the sea of despair.

In the course of the novel, the reader comes to guess that the son of the couple has not been killed, but is living a life in hiding. The slow movement of the plot corresponds to the slow moving life and an act of un-ending wait the couple is condemned to suffer, for the never-to-arrive-letter, peace and prosperity and a life with their only son. The two extremes of despair and optimism are not only experienced by the old colonel and his wife, but the reader has to undergo the same agony and pain and to suffer the wait/weight of the letter. The effect achieved by the author is the portrayal of the Latin American society at miniature level in such a way that whatever the couple experiences makes the reader feel it from the core of the heart and s/he can have a glimpse of how the real Latin American world was exploited at the hands of military dictators.

### **‘Orphans of the Son’: An un-ending wait of the Pension-Letter**

After having given his prime years to the civil wars, the protagonist of Márquez’s *No One Writes to the Colonel* is condemned by the authorities to wait for a letter, and to go every morning to the post office to check whether the long-awaited letter has arrived or not. The wait the old man is cursed to suffer is not without method; the letter would not only bring him financial sustainability, in the form of per month pension, and take him out



of the economic crisis, but would be an acknowledgement regarding his position as an army officer of senior-ranking. Thus, satisfying a conscious that gropes for the prosperity, honour, dignity he, along with many others, deserves.

The pathetic monitory condition and his degenerated standard of living do not match the title/higher military rank the colonel carries. The opening paragraph of the novel establishes a clear cut economic as well as social background of the colonel when he finds almost nothing in his coffee pot. It is pitiable to see a person, who should have been enjoying a much better and stable socio-economic status, doomed by the authorities to such a miserably condition. He has to wear clothes and the shoes that “look like the shoes of an orphan.”(Márquez: 1996. 10) They are literally “rotting alive” (Ibid, 4) in the town that is as indifferent to both their spiritual as well as material needs as the government is. The way Márquez has portrayed the colonel as preparing for the funeral is remarkable; every minute detail smacks of the bad economic condition of the old man.

After shaving himself by touch – since he’d lacked a mirror for a long time – the colonel dressed silently. His trousers, almost as tight on his legs as long underwear, closed at the ankles with slip-knotted drawstrings, were held up at the waist by two straps of the same material which passed through two gild buckles sewn on at kidney height. He didn’t use a belt. His shirt, the color of old Manila paper, and as stiff, fastened with a copper stud which served at the same time to hold the detachable collar was torn, so the colonel gave up on the idea of a tie. (4)

Instead of being celebrated as the emblem of struggle, honour, loyalty and dignity, the colonel has been driven to wait for a petty pension-letter. It has been “nearly sixty years – since the end of the last civil war – [that] the Colonel had done nothing but wait.” (Ibid., 1) Whereas the society denies him the dignity he deserves, the military-authorities denied the colonel a right of pension he is entitled to. For Every day, the old man goes to the Post-Office in the hope to receive the letter, but even after the lapse of fifteen long years he has to return empty handed. Somehow, the colonel has become so use to wait as to have found the very purpose of life in this act. The un-ending wait, mixed with the sleepless nights “tormented by the whistling of the asthmatic woman’s lungs” (Ibid., 9) make the days and nights of a retired military officer.

With the young generation killed in the wars, when the colonel’s wife reveals themselves as “the orphans of our son” (Ibid., 10), she becomes the voice of all those victimised by the troubled history of Latin America.

### **The Rooster: A symbol of sustenance and hope**

The rooster kept by the colonel is a powerful image of hope in the novel. It belonged to his supposedly dead son. The old man does not have enough money to buy some clothes, food or even the medicines for her ailing wife, yet he spends whatever he has got in hand on the maintenance of the fighting-cock. The apparently insignificant bird is the symbol of hope in a much critical time in Latin America, not only for the colonel, but for the whole town.

While on their way to attend the funeral procession of the one dead of the natural causes, Sabas asks the colonel about “what’s

new with the rooster” (Ibid: 7) projects the image of the bird as something important in the whole context, especially when the reader already knows that despite all his poverty the colonel is resolved to provide the bird with the best of his care and attention. While the rooster is being prepared to participate in a fight, the self-esteem of the townspeople also reaches at its peak. The rooster provides the colonel and the people around him with a constant source of courage and determination against the atrocities of the military regime.

The whole town is preparing for the cock-fight. They have saved their last pennies to bet on the cock. The cock-fight parallels the final battle between the people and the military regime. Their hopes rest on the rooster, the symbol of defiance in the face of the worst despair. The cockfight fanatics are symbolic as the rebels. The way the colonel’s wife shows her disinterestedness and disgust over the cockfight is the external manifestation of the fear of the old woman regarding the increasing death toll in the target killing of the people having rebellious inclinations.

The town in the novel represents Latin American society on the miniature level. The political chaos prevalent in the society is also highlighted through the fact the colonel’s wife is never told that Agustin, her only son, is not dead, but is living a life in hiding. To save her from the terrible effects of wait, which is of more disastrous for a mother than the shocking news of the death of her son, she is told that Agustin has been killed by the opposite political force. The reason behind the concealment of the truth is perhaps the uncertainty and the political turmoil that day Latin America is facing. Agustin remains in hiding out of the fear lest he is killed at

the hands of the military-dictatorship. In fact, Sabas, the godfather of Agustin, was the only one to have “escaped political persecution and had continued to live in town.” (Ibid. 7) The colonel waits for a favourable time when his son no more needs to remain in hiding. However, in the face of hope, his wait for the good time never ends, just like that of the pension letter. The movement of time becomes slow for the old man, and he gradually loses the sense of change particularly associated with the passage of time. His desire to pass time quickly manifests in his act of winding the clock for a prolonged period of time.

The country is passing through the worst phase of its history, as people are forced to leave their dear ones and remain in hiding in order to save their lives. Nobody is allowed to talk about the way the masses are oppressed by the military government, so strict is the system of surveillance on part of the latter. The politics has proved to be so brutal as to have taken the lives of so huge a number of people merely on the basis of assumptions regarding the rebellious inclinations. The colonel is preparing for attending a funeral of a person, who has died of natural causes, as if it was an occasion to celebrate. The colonel’s wife expresses her amazement over her husband’s extraordinary preparations;

‘You look as if you’re dressed for some special event’, she said

‘This burial is a special event,’ the colonel said. ‘It’s the first death from natural causes which we’ve had in many years’ (5)

The colonel feels uncertain about the news that a person could die of natural causes. For the first time the colonel becomes sure that the man was dead when he notices the lack of a trumpet, which was thought to be necessary on the funeral of a politically murdered person. People are so afraid of the dire consequences of defiance that they are unwilling to pass by the police barracks. In a time where people do nothing except for passively waiting in silence for something to happen out of blue to rescue them from the devastating political and economic situation, the colonel is courageous enough to say that “‘But this isn’t a rebellion’ [...] ‘It’s a poor dead musician’” (Ibid., 8) The authorities suppress the opinion of the masses to such an extent that even the news papers are censored unless they mould the general opinion. When on being asked about any news, the doctor hands him over some newspapers and the colonel expresses his concerns over his inability to get some real news out of the censored ones. The situation is too worse to imagine especially when the front page is full of the paid funeral announcements. The hope for elections remains a mere hope and only a naive can hope for the Messiah to get them rescued.

Once again the colonel and the doctor meet at the post office, where the former goes in the futile hope of the never-to-come letter and the latter to get the newspaper. The discussion between the two serves as a comment upon the prevalent political condition.

... ‘Ever since there’s been censorship, the newspapers talk only about Europe,’ he said. ‘The best thing would be for the Europeans to come over here and for us to go to Europe. That way

everybody would know what's happening in his own country.'

To the Europeans, South America is a man with a mustache, a guitar, and a gun,' the doctor said, laughing over his newspaper. 'They don't understand the problem.' (22)

### **Magical Realism and the Politics of Protest**

Magical Realism is a postmodern technique of writing in which the realistic and the fantastic are mingled in order to call the so-called 'objective' into question. As Márquez is "recorded as proposing that 'you can get people to believe anything if you tell it convincingly enough,'" (Ousby: 1992. 624) Magical Realism is of marvellous help to the writers who want to demonstrate the subjective nature of experience. With huge resources in hand, the authorities are able to change the whole perspective of the masses on real events from history by manipulating it and presenting it in a particular way to benefit themselves. Critics have undoubtedly agreed upon the fact that the said technique constitutes a strong narrative tendency, the one which is completely distinct and separate from what is known as Fantastic Literature. Here, "key events have no logical or psychological explanation" (Leal: 1995. 123) and "the author does not need to justify the mystery of events" (Ibid.).

Contrary to realist fiction, the text written in the tradition of magical realism allows the author to challenge the pre-established perceptions regarding an entity –whether abstract or concrete – providing the same opportunity to the reader, whose

mind, though unconsciously, is freed from the burden of the perceptions which society otherwise does not allow to challenge. Peck and Coyle (2002) highlight the same notion in the following manner:

Like most modern literature, magical realism reflects the ontological uncertainty of our times . . . Magical realists no longer share traditional realist fiction's confident assumption of our ability to understand and describe the world [. . .] their novels challenge the traditional perception of an ordered and coherent world which underpins realist fiction's pretensions to reproduce reality in literature. (138)

Márquez (1958/1996) juxtaposes real events with the imagined ones in order to take his reader to a point where the latter readily believes in the authenticity of the amalgamation. Time and again does he refer to certain events from history, embedding his tale in reality. References of civil wars, the famous Treaty of Neerlandia, certain dates, etc. help the author achieve the goal of making the readers voluntarily believe in his story.

Using Magical Realism, Marquez reconstructs history, and thus, registers his protest against the unfavourable social realities related to the colonial era. He takes a real character from past, studies the problems it faced, and projects these in a generalized scenario. In his *Living to Tell the Tale* (2004), Marquez writes about his grandfather, as a revolutionary colonel, who took active part in nearly all of the civil wars, especially the one known as the War of a Thousand Days. The fact that “when the law on war

pensions was passed he filled out the forms to obtain his, and he as well as his wife and closest heirs continued to wait for it until his death” (Marquez 2004, p. 86) proved to be a permanent image regarding the indifference of the military regime towards the rights of the people. He further writes that his grandfather:

...in person organized the file with surfeit of sworn testimonies and probative documents, and he took them himself to Santa Marta to sign the payment protocol. According to the least happy calculations, the amount would be sufficient for him and his descendants to the second generation (Marquez 2004, p. 86).

Even after the death of her colonel-husband, the author’s grandmother told the author in her final moments: “I can die in peace because I know all of you will receive Nicolasito’s pension” (Marquez 2004, p. 86). So optimistic were the families of all, who fought for revolutionary causes, that they would get the pension one day or another and live a life free of financial worries. Marquez’s protest is at its peak when he chooses the un-ending wait and hope for the pension letter as the central theme of his *No One Writes to the Colonel*.

## **Conclusion**

One of the mainstream writers in the tradition of Magical Realism, Gabriel Garcia Márquez is known for the social protest his fiction is replete with. Magical Realism is a literary genre that mingles the fantastic with the realistic to challenge the authenticity of the so-called objective reality. It is much useful in unveiling



certain factors resulted from the colonial experience. Through the reconstruction of history, fiction writers prove the official readings of past events as a subjective experience, resulted from a particular mindset. The magical realists communicate their experience back to the rulers through their writings. The technique serves as a means to articulate what they otherwise cannot.

Latin America is no different from rest of the Third World in that it has been exploited by a number of colonial rulers and military dictators. For the writers of this region, Magical Realism is specifically suitable to write their experiences, both colonial and postcolonial, back to their masters. Márquez also responds to the specific conditions of their region by giving vent to his views about the effects of colonial experience, which still continues in the form of military dictatorship. Written in 1958, his *No One Writes to the Colonel* criticizes the way it suppresses the public. Although written a long time ago, it continues to serve as an event of social protest and is quite relevant to the contemporary society in that it continues to be a source of awareness among the masses about the social as well as political realities of the region. Among its chief purposes are registering a protest against the exploitation of the masses at the hands of the military dictators. Dealing with the social struggle of an individual, the novella, with all its historical roots and political implications, proves to be a potent source of protest against the military dictatorships, brought in the scene by the imperialists in order to guard their vested interests. It shows that despite the economic prosperity and material prospects, the moral and spiritual values decline so rapidly that the people are left barren with their empty so.

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## **A Pragmatic Analysis of Silence in *Shana-e-Saba***

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### **ABSTRACT**

Silence is a powerful and evocative tool in communication. It can acquire meaning and perform a variety of functions. Silence is ambivalent, polysemic and symbolic. It can imply the constraint of social norms and express a mood/feeling/state of mind. It is intentional and can be used to hide, defy, refuse, and accept. It is relative and gradable. It's relevance and significance is determined and implied by the contextual clues, non verbal channels and shared world knowledge/view of the sender and the addressee/observer. The paper will discuss how silence in *Shana-e-Saba*, a play by Ashfaq Ahmad becomes meaningful and exercises illocutionary force through reliance on the context and non verbal channels.

**Key words:** Pragmatics; Drama; Silence

## Introduction

Silence, like speech, is a powerful and evocative means of communication, and can express a variety of meanings and perform a range of functions. Jaworski claims that in the study of communication, “Speech and Silence should be treated as equally valid and complementary categories (1993: 66)”.

The functional role of silence can be explained by referring to Yules’ (2000:49) explanation of speech act. A speech act has three dimensions: the first is locutionary act, which is the basic act of utterance. Utterance can be both verbal and non verbal. It can be a meaningful linguistic expression, a gesture, a facial expression or meaningful silence. The function, the communicative purpose is the illocutionary force. The third dimension is the intended effect, the perlocutionary act. Kasper (1997:2) emphasizes the need to replace the more familiar term ‘Speech act’ with ‘communication action’ because it acknowledges the illocutionary force of silence and other non verbal items in communication.

Silence is ambivalent. It has two values: positive and negative. Silence can link, or separate; it may balm or injure, disclose or hide, indicate consent or dissent. Silence can be inferential. Implicit meanings can be inferred from silence that are based on our shared knowledge that in pragmatics is called implicatures, a term coined by Grice (Grundy, 2000:73). Implicatures are ‘not semantic inferences, but rather inferences based on both the content of what has been said and specific assumptions about the nature of interaction’ (Levinson, 1983:104). In pragmatics, silence generates implicature. ‘Meta communication and kinesics communication too can have implicit messages that

are nonverbal, thus not only utterances but also a lack of the same can have implicatures that need to be interpreted with reference to their context' (Qadir, 2004:9). According to Sperber and Wilson's (1995) Theory of Relevance, silence does have relevance in interaction. Jaworski (1993:67-68) investigates the role of silence in socially motivated language. Human beings as social actors interact with each other in subtle ways. Social relations are governed by complex norms, which are directed by social discretion. Silence can be indicative of social defiance e.g. anger, hatred, protest, disagreement or it may be used to express social acceptance or avoid social censure. Silence can have implicit messages that can be interpreted through reference to context and shared world view (Jaworski, 1993:93).

The word silence is also applicable in situations in which speech does occur, but does not contribute to specific meaning or expected information on a particular occasion. It may also mean reluctance to speak. It is also indicative of what is left unsaid and is unsayable or inaccessible (<http://www.laetusinpraesens.org/docs00s/unsaid.php> Unsaid, 2004).

## **Forms of Silence**

Silence is likely to fall into one of the following categories:

1. Silence as a form of communication transmits through visual channels like kinesic or proxemic behaviour.

2. Silence may be formulaic and at times accompanied by non-verbal behaviour, such as bowing, smiling, waving, frowning and so on.
3. Silence is behaviour, an activity, subject to the same principles of interpretation which apply to other examples of linguistic communication. Implicatures, undifferentiated mechanical repetition, refraining from speaking and failure to mention the required information are also classified as silence.

Silence can be interpreted as absence of speech and as absence of sound as well. The English phrase 'to be silent' signifies not only absence of speech but the absence of any noise at all. I have chosen to discuss the concept and activity of silence in *Shana-e-Saba* as absence of dialogue. This paper deals with silence in the sense of the Urdu verb '*Chup Hona*' i.e. to be silent, to refrain from speaking. As the emphasis is on how silence communicates through nonverbal channels they need to be explained.

### **Non verbal communication**

Non verbal communication is usually understood as a process of communication through sending and receiving wordless messages. Studies of communication have established that a very significant proportion of meaning is conveyed non-verbally, notably through body language, gesture or posture, facial expression and eye behavior, touching, object communication such as clothing, hair styles or even architecture and use of space.

While trying to understand the importance of non-verbal communication it is important to bear in mind the old maxim: People's actions often do speak louder than their words. According to Bovee and Thill (1999:36) nonverbal cues provide 93% of the meaning exchange in any interaction: 35% from tone, and 58% from gestures, expression, and other physical cues. Nonverbal communication is more reliable because words are relatively easy to control and manipulate. It is easier to deceive others through their words than with their bodies. Body language (disambiguation), facial expressions and vocal features usually betray our real feelings and intentions.

### **The Types of Nonverbal Communication**

It is estimated that there are more than 700,000 forms of nonverbal communication (Bovee & Thill, 1999). These forms have been grouped into general categories. Four categories have been selected to interpret silence in *Shana-e-Saba*. They are facial expressions and eye behaviour, gestures and postures, object communication (clothing, hair style and setting) and use of space.

### **Facial Expressions and Oculesics**

The first scientific study of non verbal communication was made by Charles Darwin, who argued in his book 'The Expression of the Emotions in Man and Animals' (1872) that all mammals show emotions reliably in their faces. Eyes and face are usually a reliable source of meaning. Face is the primary site for expressing emotions; it reveals both the type and the intensity of feelings. Oculesics is the study of the role of eyes. Eyes are especially effective for indicating attention and interest,

influencing others, regulating interaction, and establishing dominance.

### **Kinesics**

Both specific and general meanings, some voluntary and some involuntary can be conveyed through body movements and postures. Few gestures convey meaning in and of themselves; they have to be interpreted in clusters.

### **Object Communication**

Appearance and clothing helps establish social identity and mood. Object communication also includes the locales.

### **Proxemics**

Proxemics refers to how people use and interpret space. The term proxemics was introduced by the anthropologist Edward T. Hall in 1966 to describe set measurable space between people as they interact. He observed that social distance between people is reliably correlated with physical distance, as are intimate and personal distance, according to the following delineations; Intimate distance for embracing, touching or whispering (close phase – less than 6 inches); Personal distance for interactions among good friends (close phase – 1.5 to 2.5 feet); Social distance for interactions among acquaintances (close phase – 5 to 7 feet).

([http://en.wikipedia.org/wiki/Nonverbal\\_communication](http://en.wikipedia.org/wiki/Nonverbal_communication).)

Like touch, use of space is affected by culture and helps establish social relationship. Apart from serving as a symbol of status, social relationship, space can determine how comfortable



people feel while interacting with each other. These comfort zones vary from culture to culture.

### **Background to the Use of Silence in *Shana-e-Saba***

The play *Shana-e-Saba* (loosely translated, it means Wind in the Reeds; it implies divine help which is omnipresent but cannot be seen) by the playwright Ashfaq Ahmad (August 22, 1925 – September 7, 2004) has been selected to show how silence acquires significance and meaning and serves various functions. There are eight characters in the play: Bilal (he is shown growing through childhood into adulthood and then into old age. An embodiment of quest), Saba (guises of divine help, Grace), a strict teacher, a manager of a firm, Sajida is Bilal's wife, a dancing woman, Awais (twenty four years old. He is Bilal's son) and Malik (Senex). Other than these, there are three or four sturdy men with stern faces, and school children. The play revolves around two main characters, Bilal and Saba. Bilal is a dreamy, restless person, who is shown in trouble at various stages in his life. Each time he is rescued by an unknown woman Saba, who epitomizes divine help. First, as a school boy when he is threatened canning by the school teacher, secondly, when as a young man in love with a girl he is threatened to death by the girl's brother and his friends; third, when his manger fires him; fourth, when his wife complains of loneliness and bemoans their barren life; and lastly when his son Bilal languishes for being rejected and spurned by the girl he wants to marry.

Saba first appears in the form of a young girl and pleads the school teacher to forgive Bilal, spare him the beating and care for him. In the brawl scene she protects Bilal from clenched fists

ruffians brandishing dagger. In the form of the secretary to the manager she again pleads against Bilal's dismissal and gets him reinstated. As a married man Bilal is shown plagued with restlessness and in search for something elusive . He is unable to understand what he is looking for, what might give meaning to his life, end his torment and bring him peace of mind. When he is insulted, slapped and forced out of the dancing house, Saba appears in the form of a dancing girl, requests him never to visit that notorious place and entrusts him with the upbringing of her own son. Bilal and his wife are overjoyed and foster this child with love as their own son. He is named Awais. While studying medicine Awais falls in love with a rich girl, who does not reciprocate. Forlorn and dejected Awais has to be hospitalized. Finally Bilal goes to the house of the rich girl's father, Malik, and beseeches him to give his consent to the marriage proposal. Malik demonstrates arrogance and in a fit of rage throws Bilal out of his grand house. This time Saba becomes visible in the guise of Anwar, Malik's daughter and coerces him into accepting Bilal's request. The play ends on Bilal's recognition of God's help on every turn of his life. By way of thanksgiving he visits a shrine with a celestial, angelic smile indicating calm of mind, all passion spent.

### **Pragmatic Analysis of Silence**

The play is divided into twenty eight scenes; thirteen of these scenes i.e. 2,4,5,6,8,9,11,16,17,18,19,20,23 and second parts of scenes 10 and 28 have no dialogues.

Bilal is the main character who interacts with the rest of the characters in the play.

The significance of silence in *Shana-e-Saba* increases all the more because it is a product of high context culture. High context cultures typify eastern cultures and they assume that their members already know the cultural rules. As a consequence expectations are not explicitly verbalized. In a high context culture many things are left unsaid, and cues are given in a subtle manner. High context means that most of the information is in the physical context, while very little is in coded, explicit, transmitted part of the message (Bovee and Thill, 1999:38). This paper would make pragmatic analysis of silence in scenes 2, 4, 5, 7 and 23.

## Scene 2

In this scene Bilal is circumambulating around a big tree on a bicycle. A girl in burqa, carrying books is shown coming from the front. When this girl passes by the tree, she takes a letter out of her books, throws it towards Bilal and goes on. Bilal picks up the letter, sits under the same tree and reads it. The voice of the girl is heard: *Aap her roze is darakhat kay chakar qun lagatay hian. Kia chakar laganay kay liay aap kya pas koi insan nahi hay. Ho sakta hay app ko insano say nafrat ho? Qun nafrat hay na!* (why do you go around this tree several times every day? Cant you do it with some human being? May be you hate humans. Isn't it so?)

Bilal immediately gets up to embrace the tree, kisses it, then takes a knife out of his pocket to clean the bark of the tree.

There is no exchange of dialogue in this scene. However there is nonverbal communication through body language, proxemics, and clothes. Bilal's cyclic movement around the tree generates multiple implicatures. It may be indicative of

restlessness. The incessant movement also suggests tenacity of purpose. The persistence with which he circles around shows singularity of purpose. This idea is strengthened by the contextual clue in the co-text; the girl's voice asks as to why does he not circle around human beings. The Urdu words *Chakar lagana* means to pursue something consistently. The non verbal movement '*chakar lagana*' is picked up by the girl's verbal utterance '*chakar lagana*' thereby reinforcing the notion of following some body with desire and purpose. The silent circular movement becomes expressive of Bilal's desire. Another implicature that arises is that the object of pursuit is sacred. The tree like the Holy Kaaba is the centre, the pivot around which pilgrims and devotees circumambulate. Love, like the holy place Kaaba, exercises magnetic force. It draws and pulls.

The *burqa* of the girl becomes a visible silent implicature of her belonging to a strict *pardah* observing society. Her books mean that she is a student. The implicature that emerges from the girl's silence, her act of throwing the letter towards Bilal instead of coming near him and giving it to him, and then hurriedly passing on, is that she lacks the courage to break the social taboos. As a girl in a conservative society she is not expected to express her feelings openly and take the initiative in forging friendship with a man. The relationship that she wants to develop with Bilal will not be socially acceptable. She dare not come near him, lest some one sees her and scandalize. It can threaten her face, which in pragmatics means self-respect (Grundy, 2000). Her self image prompts her to hide her feelings. Her utterance in the letter is a query which flouts Gricean maxims of quality (be truthful) and manner (avoid

obscurity and ambiguity). The main message is left unsaid. The implicature is that Bilal should turn his attention towards her. The interrogative form of her utterance is not consistent with its function. It implies the silent pressure that she is exerting on him to respond to her, reciprocate her feelings.

The implicature emerges through non-verbal communication. The fact that Bilal does not ignore her, and without wasting a second he starts reading her letter shows his willingness to develop a relationship with her. His acts of embracing and kissing the tree are non-verbal contextual clues that serve to convey his attachment to the girl. The shared background knowledge of our culture generates the interpretation that he will clean the bark of the tree to etch the name of his beloved or some other remarks pertaining to his love. This non-verbal message is conveyed by our cultural schemata. Ellis (1992:114) elaborates the concept of schemata in these words, ‘Schemata are higher level data structures for representing concepts in manner. They are the basic memory structures for the interpretation of the experience. At one extreme they are assumed to be perfectly predictable or how a language user will interpret experience’. And Yule (2000:87) writes, ‘Our background knowledge structures, our schemata for making sense of the world are culturally determined’.

As talking is intentional so is silence. The absence of exchange of dialogue between the girl and Bilal shows social and emotional distance between them.

The body language of both Bilal and the girl implies intentional movements and expresses a specific message. Their body movements are calculated to carry specific messages and

show a stage in their relationship where they are struggling to develop a rapport. The controlled deliberate body movements show not only the constraints of the societal norms but also the emotional and psychological distance between them.

#### **Scene 4**

Bilal enters a lonely street on a bicycle. Camera follows him till the turn of the street. After some time the same *burqa* clad girl is seen. After a short pause Bilal comes with his cycle. The girl looks side ways and then starts walking parallel to Bilal with the street between them. The social space between them is expressive of the taboos of society.

There is no dialogue in this scene, nor is there any voice, but multiple implicatures emerge through non-verbal communication. Her eye behaviour – the way she looks side ways before walking with Bilal shows fear. She is inhibited by the norms of the conservative society which does not allow free mixing of men and women. This silent interaction between them is a stealthy act. Her eye behaviour is an unconscious signal that reveals her clandestine behaviour. Both of them are aware of breaking the norms of society and feel constrained. Their silence and the physical distance between them shows the social and gender distance imposed upon them by societal restrictions. Silence at this stage in their relationship also shows their concern with maintaining face. As they walk together in silence we also become aware of a relationship forging between them and their willingness to take risks and defy the repressive conventions of society.

Silence between Bilal and the girl is also significant in defining their relationship. They exhibit a romantic ‘understanding’ that is not expressed in words. This is strategic silence which is used as a commitment device.

### Scene 5

Following on the heels of the last scene, comes another scene with complete absence of any speech and sound. Bilal with his cycle is standing under the same tree. The *burqa* clad girl comes and her eyes show fear. Her scared sideways glances show fear of society’s censure. Bilal gestures her to sit on the rod of the cycle. She sits on the cycle. Bilal gives her a ride around the tree. Camera zooms to focus on that spot of the tree which Bilal had scraped clean. The word love is inscribed there. Intimate space between Bilal and the girl shows desire and intimacy.

The anthropologist Bronislaw Malinowski distinguished phatic communication from ideational communication. Phatic communication makes use of conventional messages, notably at the beginning and the end of a conversation to establish rapport and community. This may include shaking hands, bowing, smiling, making eye contact, facing one another, hugging and kissing. In such communication, what is said is not important. Jaworski terms this kind of silence as formulaic (1993:95). The meaning of this kind of silence is agreed upon/conventionalized to a degree that there is hardly any space for disagreement.

It is significant to note that when Bilal and the girl meet each other in scenes 2, 4 and 5, they do not exchange conventional messages with each other through formulaic silence. Their body

language does not express any phatic communication between them, as both of them know that the rules of their high context culture do not allow public touching.

Silence between Bilal and the girl in scenes 2, 4 and 5 is ambivalent. It may be expressive of clumsy communication as is the case when members of the apposite sex try to initiate a relationship, or it may be a signal of romantic understanding between them.

The complex and difficult process of decoding the ambivalent nature of silence is further compounded by the symbolic nature of silence, which is not only polysemic but generative of co-existing contradictory and opposite meanings and emotions. Here the girl's silence may mean feminine modesty, fear of breaching norms of society, fear of scandal, difficulty in initiating a new relationship with a man, overwhelming romantic emotions, excitement, and it may mean all. Similarly Bilal's reticence may be interpreted as an expression of his tender feelings for her, his reserved nature, male pride, emotions which cannot be articulated, fear of social penalty, clumsy communication, romantic understanding, difficulty in initiating a romantic relationship and it may mean all this.

This occurrence of silence is to be differentiated from preventive silence that falls between strangers in public transport or new places, where it is deployed to maintain social distance, or silence observed on grave and funeral occasions where it becomes expressive of respect or grief. Preventive silence may be caused by fear of strangers, the desire to keep social distance, or to maintain social power.



## Scene 7

This scene begins in silence. Bilal is besieged by menacing boys, who are threatening him. Their voices are not audible, but music expressive of anger and abuse is played in the background. As Bilal is pushed, slapped and thrown down on the ground, his eyes are filled with tears. He does not fight back. A murderous boy sits on his chest and brandishes his dagger. Bilal looks up as if he is praying to God for help. His eyes are filled up with tears.

Bilal's weakness, helplessness, passivity and surrender come out in his silence. The implicature is that he knows that he is outnumbered and out strengthened. He does not expect any kindness from them. Nevertheless he has faith in divine help. It is not stated verbally, but it emerges from his refusal to beg them for mercy. The non-verbal acts of looking up towards sky for help and muttering prayer imply that God can be propitiated to redress the gravest injury.

Saba appears on the scene, holds the hand of the rogue with dagger, takes him to the tree and puts together her hands to beseech him for forgiveness.

At the critical hour Saba's appearance from no where is a strong indicator of unseen powers that help human beings in their hour of need. Man calls unto God, He listens and helps.

Till this point non verbal communication in silence stands alone. With the rogue's utterance – *Aap chahay so martaba hath jorain. Minat Karain. Main is ka lahoon pee jaoun ga. (you may ask forgiveness on his behalf a thousands times but I am not going to*

*forgive him*) ...it blends with speech, carrying part of the message. Saba is asking for favour from some one who is stronger and more powerful. Together the two modes of communication become a powerful combination, reinforcing and clarifying each other.

As Saba pleads on behalf of Bilal, the man with the dagger asks her questions. When he asks her how she is related to Bilal, she answers that it does not matter, but then onwards she maintains silence. She nods her head but does not speak.

The Man: *Aap is ki bahan han?* (Are you his sister?)  
*Saba nods her head in negative. Mangaitar? Phir aap ko kia dilchaspy ha app – aap*, (fiancée? then why are you interested in this?) Saba puts out her hand to catch hold of the dagger. The man with the dagger smiles at Saba. The call of *Aazan* becomes loud in the background. This is silence within conversation. Yule writes:

“Most of the time, conversation consists of two, or more, participants taking turns, and only one person speaking at any time. Transitions with a long silence between turns...are felt to be awkward... Very short pauses (marked with a dash) are simply hesitations, but longer pauses become silences... if one speaker actually turns over the floor to another and the other does not speak, then the silence is attributed to the second person and becomes significant” (2000:72).

In the light of the above quote by Yule, Saba’s refusal to speak here falls into the category of attributed silence. The floor is turned over to her, but she declines to return the ball. Floor in

pragmatics is the current right to speak in a conversation. Thus this silence is significant. She reserves her comments because she does not want to disclose her identity. Here silence serves the function of mask, a strategy to hide.

Saba's refusal to answer this question also shows that what is important for her is the safety and well – being of Bilal. It is not at all relevant who she is and the relation that she has with Bilal. This confirms the observation made by Yule: When two people attempt to have conversation and discover that there is no 'flow', or smooth rhythm to their transitions, much more is being communicated than is said. Saba's silence is perceived meaningful because she is expected to talk, to divulge the nature of her relationship with Bilal, but she chooses to withhold the required information on this occasion.

Silence is relative and gradable (Jaworski, 1999:81). What remains unsaid or unarticulated or what is not relevant to meaning construction in a specific context is construed as silence. Therefore Saba's decision to reserve her comments is construed as silence.

Silence can also be graded on a continuum from the most prototypical complete silence of not uttering words at all to silence as some one's failure to produce or withholding specific utterances on specific occasions. When Saba is asked about the nature of her relationship to Bilal and she says that it does not matter, that can be taken as an example of least prototypical case of silence, for she does not give the specific information on that specific occasion. Whereas her silence in response to the last question of the rogue:

“*Aap is ki bahan hain...*” (Are you his sister?) Is an example of the most prototypical silence?

### Scene 23

Bilal enters a majestic mansion in a rickshaw. He is wearing *Shalwar Kameez* and looks like a poor relation. He pays the rickshaw, steps up on the verandah, rings the bell and looks around the grandeur of the house. A uniformed butler opens the door and shows him in.

There is no sound or conversation in this scene. The visual contrast between the majestic house and lower middle class appearance of Bilal implies inequality, the discrepancy between the rich and poor. Bilal’s *shalwar kameez* shows his lower social status. He comes in a rickshaw – this implies that he cannot afford a car. The uniformed butler implies affluence and ostentation.

The nonverbal contextual clues of this scene – architecture, clothing, mode of traveling – convey the “unsaid” in social system, which is explained as invisible violence exercised on the weak, marginalized and poor through rigidity of societal structures and arrogance:

This is an unacknowledged form of violence that harms through social structures that produce and perpetuate poverty, discrimination, inequality and enormous suffering. It occurs when the social order directly or indirectly causes human suffering by inflexibility and rigidity of the rules... It is different from other forms of violence in that power relations within structural violence are less visible

and exist in various forms infused in the existing social hierarchies...the most problematic forms of the “unsaid” arise from the fundamental arrogance with which some people... view themselves as inherently and unquestionably superior to others. Under the guise of human equality this cannot be said, but this innate arrogance is a prime determining factor in social relations...such attitudes underlie the persistence of the class system, notably governing selection of marriage partners. (“Varieties of the “Unsaid” in Sustaining Psychosocial Community”  
<http://www.laetusinpraesens.org/docs00s/unsaid.php>  
 p. (Dec. 14, 2004).

## Conclusion

Silence assumes protean forms, acquires different kinds and levels of meaning, and performs a number of functions through non verbal channels in *Shana-e-Saba*. Different forms of silence have been studied in this play to show how it can construct social and emotional relations, demonstrate constraints of social norms and emotional and psychological distance. Silence can be functional in maintaining social distance and consolidating social power. If on one hand it shows concern with maintaining face, on the other hand it initiates clumsy communication and develops romantic understanding. Silence can also become a powerful symbol of the sacred Drama is mimetic representation of life. Dialogue is an important constituent of drama, but meaningful

action in drama as well as in real life can be represented and communicated through silence and non verbal channels also.

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**Retention of English Language Learning through**  
**Layered Instructional Design and Grammar**  
**Translation Method**

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**ABSTRACT**

The study was conducted to compare the degree of retention of students' learning achievement taught through the Layered Instructional Design (LID) based on the Elaboration Theory and the Grammar Translation Method (GTM) in the subject of English at secondary level. The main objectives were: (i) to ascertain the difference between the layered instructional design and traditional method (Grammar Translation Method) on learning achievement of secondary school students in the subject of English. (ii) to measure the degree of retention of treatment effects between



experimental and control groups (iii) to suggest an adaptable instructional design for teaching English at the secondary level in Pakistan. To achieve these objectives, the following null hypotheses were tested. (i) There is no significant difference between the mean scores on the retention test of the experimental and control groups. (ii) There is no significant difference between the mean scores on the retention test of high and low achievers of experimental and control groups. Students studying in class IX constituted the population of the study. The students of class IX of Federal Government Secondary School, I-9/4, Islamabad were taken randomly as sample of the study. The sample was divided into two groups after equating them on the basis of scores on pre test. Each group comprised of 31 students. One group was randomly taken as an experimental group and the other one as control. The experiment continued for 12 weeks. A retention test was administered after 15 days when the treatment was over to the whole sample to obtain final data. Data were analyzed through SPSS version 15.0 by applying independent sample t test. The analysis of data revealed that the experimental group performed significantly better than the control group. LID was found statistically significant. The rate of retention in the experimental group was significantly higher than the control group.

**Key Words:** Layered instructional design; Secondary level; Retention test.

## Introduction

Innately, man is able to learn as well as to instruct. It has been striving to modify human behavior according to his needs. As a formal discipline, instruction took long way to be recognized since early contributions of Greeks. It has been an earnest desire and dream of educationists and educators to find out principles and strategies that promote learning. Though there is no magic or scientific formula, as Richey (1968) postulates<sup>1</sup>, yet available for determining those exact moments when pupils should be taught yet certain conditions can be cultivated and arranged which foster effective learning. Ryder (2004) is of the view that the value of a specific model is determined within the context of its use. Like other instrument a model assumes a specific intention of its user. A model should be judged by how it mediate the designer's intention, how well it can share work load, and how effectively it shifts focus away from itself toward the object of designed activity. To achieve the objectives and goals of education different educationists have been introducing instructional designs based upon their researches and teaching experiences.

Instructional design is means of transferring curriculum material by the teacher to his students. It can include communication skills, audio visual aids correspondents and classroom environment. Different authors have defined instructional design from a variety of angles. Taneja (1989) defined the concept of instruction which "refers to specific teaching skills training rather than to education in a broader sense, may be audio visual, correspondence, individual, etc". Oliva (1997) defined the concept of instruction as the communication between a teaching

agent and one or more individuals intending to learn. He further explained the relationship of curriculum and instruction in these words. Curriculum can be conceived as the “what” and instruction as to “how”. He characterizes the instruction as methods, the teaching act, implementation and presentation”. Mohanty (1994) states that instructional designs are mainly committed with academic or curricular activities of the educational institution, methodologies and transformation aids.

### **Objectives of the study**

To develop an understanding about instructional design. To measure the degree of retention of treatment effects between experimental and control groups. To examine the retentiveness of the treatment between high achievers of experimental and control groups. To discover the retention of independent variable between low achievers of experimental and control groups. To compare the learning competencies/abilities of the students taught through layered instructional design and the students who received traditional instruction. To suggest an adaptable instructional design for teaching English at secondary level in Pakistan

### **Review Literature**

Instructional process is a communication process in which teachers impart knowledge and skills. This process is based on information, skills, strategies, teaching methods and styles. If the teacher has possessed a lot of qualities, he can bring the change in the behaviour of students. Instructional process has different aspects, which make them effective. Different authors have mentioned different aspects of instructions. Shahid (2005) defines

instruction as specific teaching skills. Instruction is the delivery of information and activities that facilitate learners, attainment of intended specific learning goals. Instructional design refers to the systematic process of translating principles of learning plans for instructional materials and activities (Smith & Ragan, 1993). Smith & Ragan (1993) view instructional design as chaining of all links of teacher's behaviors in the class i.e. observing, diagnosing, acting, correcting and assessing

Instructional design is a systematic development of course content, sequence, methods, and material using learning and instructional theory to ensure the quality of instruction. It is the entire process of analyzing of learner's needs and goals and the development of a delivery system to meet those needs. It includes both development of instructional materials and activities and evaluation of all instruction and learner activities.

Reigeluth (1992) introduced the Elaboration Theory. He used a sequencing approach that is consistent with Merrill's CDT. He believes that learning will be more effective if the instruction is made out of layers and that each layer of instruction elaborates on the previously presented ideas. By elaborating on the previous ideal, it reiterates, thereby improving retention. This layering has a zoom lens sequencing approach that runs from simple to complex and proceeds from general to specific. The Elaboration theory is an extension of the work of Ausubel (1962) (Advance organizers) & Bruner (1966) (Spiral Curriculum). The Elaboration theory proposes the following seven major strategy components:

### 1. **An Elaborative Sequence**

The first and most important task is the construction or development of an Elaborative Sequence. This simple to complex procedure can take many forms: an overview, an advance organizer, web learning and spiral curriculum. This sequence is one in which the general ideas epitomize rather than summarize, and the epitomizing is done on the basis of a single type of content. Epitomes are done with three types of content: concepts, procedures or principles. Concepts are certain sets of objects, events or symbols that have certain common characteristics. Procedures are sets of actions intended to achieve an end. Principles are changes in something else, generally denoting cause and effect.

### 2. **Learning Prerequisite Sequences**

#### **(Organization)**

The next component of Elaboration Theory is a learning-Prerequisite Sequence. This is necessary to determine if the learners have the essential knowledge that will allow them to learn the specific content on hand. If the necessary knowledge is not present, it must be provided.

### 3. **Summarization**

Summarization is the third component, in order to systematic review what has already been learned. The use of a summarizer is necessary here. A summarizer

provides a concise statement of each idea as well as reference example and diagnostic items for said idea. Two types of summarizers are used: internal, where the summary comes at the end of the lesson and deals specifically with the content of that lesson, and within-set, which deals with all that has been learned so far in a particular set of lessons. This can include other lessons that coordinate with that lesson.

#### **4. Synthesis**

The fourth component is a synthesizer. The purpose of this component is to integrate and inter-relate the ideas taught so far. The intent is to facilitate deeper understanding meaningfulness and retention in regards to the content area.

#### **5. Analogies**

Analogy is the next component. Analogy is the use of a familiar idea or concept to introduce or define a new idea or concept. Analogies aid the teacher in reaching the learner's field of experience. Presenting analogies throughout their instruction help the learners to build on their present knowledge or skill.

#### **6. Cognitive Strategy Activator**

A Cognitive Strategy Activator allows the teacher to present the learner with a situation in which cognitive processes and skills are put into practice. The objectives

of cognitive strategy activator are the creation of mental images and the identification of analogies. There are two categories of cognitive-strategy activators: imbedded, as with pictures, diagrams, analogies and other elements that force the learner to interact with the sequence and content, and detached, which causes the learner to employ a previously acquired cognitive skill.

## **7. Learner Control**

Finally, Learner Control, according to Reigeluth's associate Merrill, deals with the freedom of the learner to control the selection and sequencing of such instructional elements as contents, rate, components (instructional-strategy) and cognitive strategies.

Instruction will be more effective if it follows an elaboration strategy, i.e. the use of epitomes containing motivators, analogies, summaries, and synthesis.

## **Significance of the Study**

Rubdy and Mario (2006) list a number of reasons that reinforce global status of English. It is an open secret that English is today a truly global language. Its influence is expanding dramatically across the globe. According to Rubdy and Mario (2006), English occupies a privileged position. They list a number of reasons, which reinforce global status of English. Khan (2004) while advocating the importance of Urdu Language confesses that original work can only be studied through English Language so it must be taught to Pakistani children more effectively so that they

could have a window to the world to view & watch the latest developments in all fields. It would be next to impossible to be alien with this language as it has assumed a global role of immense properties. More recently, as Rubdy and Mario (2006) say, including satellite broadcasting and the internet have all further reinforced the global pre-eminence of English language because English language has all knowledge that presently exist on this planet. Malik (1991) suggests that since English has acquired an international status and is a vehicle of thought for many advanced countries we need to teach it effectively. Nicholas (1982) states that English must be studied due to the knowledge it has. Similarly Mathews (1989) holds the view that we cannot make our influence felt without command on English language.

The Government of Pakistan (National Curriculum of English for Classes III-XII, (2006) has realized the deteriorating dismal situation and has taken remedial steps, stating that though language is a developmental process and cannot be confined within the boundaries of the academic year yet our learners have few opportunities to absorb the language from the environment; both in academic and social settings. Hence, their capacity needs to be built up through a well thought- out instructional techniques. In the context of English language, its lexico – grammatical and discoursal variety Mathews (1989) postulates that if the learner is to be fluent, accurate and meaningful to send or receive message he needs to be physically, intellectually and emotionally responsive to certain instructional process. It goes without saying that the more an instructional design is appropriate to the needs of the learners the more it captures the goals of the subject to be taught.



Keeping in view the lower learning competencies of our students in the subject of English language we need to adopt a newer instructional pattern rather to continue conservational approach. Layered instructional design based on the Elaboration Theory of instruction is the latest version to realize instructional objectives.

### **Procedure and Methodology**

Since somewhat every study has its unique variables that may jeopardize the dependent variable so all such variables were tended to be controlled in order to ascertain the real effectiveness of independent variable. It was potentially crucial to look into different experimental designs to choose appropriate. True Experimental Design was found the most suitable design for the experiment. And within the True Experimental Design, “Pre-test-Posttest Equivalent Groups Design” was considered to be the most accurate design for the study. This design is the most suitable in minimizing the threat to experimental validity (Farooq, 1997).

Students of class IX studying English textbook published by Punjab Textbook Board, Lahore constituted the population of the study. Two sections out of three of class IX of F.G. Boys Secondary School, I-9/4, Islamabad were randomly taken as sample of the study. The sample sections were re-divided into two groups, i.e. experimental and control groups having equal mean scores on a Pretest. Each group comprised 31 students. Before the allocation of students to experimental and control groups, the groups were equated on the basis of their scores on a Pretest. Fraenkle & Wallen (1993) suggest that if the score on pre test are unequal the researcher may equalize them by using one of the matching

techniques to have the original effect of the treatment. All the items of the test were based on the contents taught so far. Keeping in view the curriculum objectives the Pretest was developed according to National Framework for Assessment of Languages and the latest techniques of test construction; and got reviewed by the experts. The pretest was piloted in F.G. Boys Model School, F-8/3, Islamabad having same characteristics of the sample and the weaker items were discarded. The improved test on the basis of item analysis was administered to the whole sample. The reliability of the test was 0.931. Since the researcher had the understanding of the independent variable so he himself gave the treatment to the experimental group according to the layered instructional design. The experiment continued for 12 weeks. The control group was taught the same units/contents according to customary manner by another teacher.

### **Data Collection**

The experiment continued for 12 weeks. The experimental group was instructed according to layered instructional design and the control group got routine teaching. After 15 days when the experiment was over, a retention test was administered to both groups to obtain data. The purpose of the retention test was to measure the rate of retention of both groups to find out the mean difference of both groups. The retention test was also got reviewed by the same experts who reviewed the pre-test. A retention test was developed, keeping in view the curriculum objectives for teaching English Language for grade IX given in the National Curriculum of English 2002 and the latest techniques of test construction.

National Framework for Assessment of Language (2004) was used while developing the retention test. The retention test was developed including all the text content taught during the experiment. The same contents were taught to the control group by traditional method. The test was got reviewed by the same experts who reviewed the pre test. The test was also administered for pilot testing to the students of Federal Government Boys Model School, F-8/3, Islamabad having same characteristics of the sample of the study. The retention test was developed including all the text contents taught during the experiment. The same content were taught to the controlled group by traditional method. After piloting, the weaker items were discarded on the basis of item analysis. The reliability of the test was 0.896.

### **Analysis of Data**

Collected data were tabulated and analyzed through SPSS 15.0 by applying independent sample t test to find out the significant difference between the mean scores of experimental and control groups as well as of low and high achievers of both groups on different language competencies.

**Table 1: Mean difference and t-value on the scores of retention test of experimental and control groups.**

Group	N	Df	Mean	SD	t-value	p-value
Experimental	31	30	62.32	16.065		
Control	31	30	50.42	14.359	3.076*	.003

\*Significant

t-value at 0.05

Table 1 reflects mean difference, on the scores of retention test, between experimental and controlled groups. The mean difference i.e. 11.90 shows that experimental group retained more than control group. Since the mean difference is 11.90, therefore, it is statistically significant as  $P < 0.05$  and the t-value is greater than the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores of retention test of experimental and control group is rejected. It is concluded that the layered instructional design is better than the traditional method as far as retention is concerned.

**Table 2: Mean difference and t-value on the scores, of retention test, of high achievers of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	16	15	74.88	9.959		
Control	16	15	61.63	8.958	3.967*	.000

\*Significant

t-value at 0.05

Table 2: indicates mean difference on the scores of retention test. The table shows that the high achievers of experimental group have higher mean as compared to the high achievers of control group. This mean difference i.e. 13.25 is statistically highly significant as  $P < 0.05$  and the t-value is  $>$  than the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores of retention test of high achievers of experimental and control group is rejected. It is concluded that the high achievers of experimental group retained more and showed better results than the high achievers of control group.

**Table 3: Mean difference and t-value on the scores of retention test of low achievers of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	15	14	48.93	8.639	3.503*	.002
Control	15	14	38.47	7.698		

\*Significant

t-value at 0.05

Table 3 exhibits t-value and mean difference on the scores of retention test of low achievers of experimental and control groups. This mean difference i.e. 10.46 is statistically highly significant as  $P < 0.05$  and t-value is  $>$  than the table value.

Therefore, the null hypothesis that there is no significant difference between the mean scores of low achievers of experimental and control groups is rejected. Hence, it is concluded that the low achievers of experimental group retained the taught material more than the low achievers of control group.

**Table 4: Mean difference and t-value on the scores on grammar, of retention test, of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	31	30	12.74	3.838		
Control	31	30	11.67	2.902	1.23*	.223

\* Not Significant

t-value at 0.05

Table 4 shows mean difference and t-value on the scores on grammar, of retention test, between experimental and control groups. The mean difference is not significant statistically as  $P > .05$  and  $t <$  than the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores on grammar of retention test of experimental and control group is accepted. Hence, it is concluded that though the difference is not

significant but the experimental group performed better than the control group.

**Table 5: Mean difference and t-value on the scores on reading, of retention test, of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	31	30	14.45	3.212		
Control	31	30	11.54	2.81	3.78*	.000

\*Significant  
t-value at 0.05

Table 5 shows mean difference and t-value on the scores on reading, of retention test, of experimental and control groups. The difference is statistically significant as P is less than 0.05 and t-value is greater than the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores on reading of retention test of experimental and controlled group is rejected. Hence, it is concluded that the retentivity among experimental group was better than the control group on reading.

**Table 6: Mean difference and t-value on the scores on translation, of retention test, of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	31	30	5.61	1.960		
Control	31	30	4.32	2.071	2.51*	.014

\*Significant

t-value at 0.05

Table 6 shows mean difference and t-value on the scores on translation, of retention test, of experimental and control groups. The mean difference is statistically significant as  $P < 0.05$  and  $t > 2.000$  the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores on translation of retention test of experimental and control group is rejected and it is concluded that the group which was instructed according to the steps of ET retained better than the group which was instructed as per traditional method.

**Table 7: Mean difference and t-value on the scores on the usage of familiar vocabulary of retention test of experimental and control groups.**



Group	N	Df	Mean	SD	t-value	p-value
Experimental	31	30	7.25	1.931		
Control	31	30	9.96	1.722	625*	.530

\* Not Significant

t-value at 0.05

Table 7 shows mean difference and t-value, on the scores on using familiar vocabulary of retention test of experimental and control groups. The difference is not significant as  $P > 0.05$  and  $t < 2.000$ . Therefore, the null hypothesis that there is no significant difference between the mean scores on the usage of familiar vocabulary of retention test of experimental and control group is approved and it is concluded that as regards the retention of usage of familiar vocabulary, the controlled group showed better mean though statistically not significant.

**Table 8: Mean difference and t-value on the scores on punctuation, of retention test, of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	31	30	5.87	2.061		
Control	31	30	4.19	1.815	3.40*	.001

\*Significant

t-value at 0.05

Table 8 shows mean difference and t-value on the scores on punctuation, of retention test, of experimental and control groups. The mean difference is significant as  $P < 0.05$  and t-value is greater than the table value. Therefore, the null hypothesis that there is no significant difference between the mean scores on punctuation of retention test of experimental and control group is rejected and it is concluded that the group which was given treatment retained better than the group which received traditional instruction. It is pertinent to mention here that on the same ability of the post test the difference was not significant but on retention test the experimental group performed better.

**Table 9: Mean difference and t-value on the scores on writing, of retention test, of experimental and control groups.**

Group	N	df	Mean	SD	t-value	p-value
Experimental	31	30	16.32	4.962		
Control	31	30	11.22	4.573	4.20*	.000

\*Significant

t-value at 0.05

Table 9 exhibits the mean difference and t-value on the scores on writing, of retention test, of experimental and control groups. The mean difference is highly significant as  $P < 0.05$  and  $t$  is greater than the table value, therefore, the null hypothesis that there is no significant difference between the mean scores of writing of retention test of experimental and control group is rejected and it is concluded that the group which was instructed as per the steps of LID showed better results than the group which was routinely instructed.

## Findings

The following findings were drawn from the analyses of data taken through retention test.

1. Retentivity of EG on retention test was found higher than CG. Their means were 62.32 & 50.54 respectively. The difference was statistically significant.

The Rate of retentivity among high achievers of EG on retention test was found statistically significant higher. The mean score of high achievers of EG was 74.88 whereas the mean of high achievers of CG was 61.63. The difference was statistically significant.

2. Retentiveness among low achievers of EG was found grater than the low achievers of CG. Their man scores were 48.93 & 38.47 respectively. The difference was found statistically significant.

3. On grammar, retentivity among EG was higher than CG. The mean EG was 12.74 and the mean of CG was 11.67. The difference was not statistically significant.
4. On reading, retentivity among EG was found greater than CG. The mean of EG was 14.45 and of CG was 11.54. The difference was found statistically significant.
5. On translation, retentivity among EG was also found greater than CG. The mean of EG was 5.61 and of CG was 4.32. The difference was found statistically significant.
6. Retentiveness on using familiar vocabulary among CG was higher than EG. The mean score of EG was 7.25 and of CG was 9.96. The difference was there but statistically not found significant.
7. Retentivity on punctuation among EG was greater than CG. The mean of EG was 5.87 and of CG was 4.19. The difference was found statistically significant.
8. On writing, retention among EG was better than CG. The mean of EG was 16.32 and of CG was 11.22. The difference was found statistically significant.

## **Conclusion and Discussion**

It was concluded that sequential approach is more effective than the traditional method to teach English Language. Learning material when chunked into small units it was found easier and quicker to learn. Analysis of data revealed that the experimental group learned and retained better than the control group. The performance of experimental group was better than the control

group on Retention test. The difference between the two mean was statistically significant at 0.05 level (Table 1). There was a greater retention in the experimental group as the mean score on the retention test of experimental group was higher than the control group. The difference was statistically significant. Hence the null hypothesis “there is no significant difference between the mean scores on retention test of experimental and control group” was rejected in the favour of experimental group. This finding supported the claim of the founder of the Elaboration theory i.e. Reigeluth (1999).

The high achievers of the experimental group exhibited higher scores on the Retention test as compared to the high achievers of control group (Table 2). The difference between the two means was statistically significant. The t-value also verified the difference. Thus the null hypothesis that, “there is no significant difference between the mean scores of the high achievers of the experimental and control groups” was rejected in favour of the high achievers of experimental group. This supports the findings of Pervez, Johnson and Emery (2004). The low achievers of the experimental group also showed better results, on the Retention test administered to measure the learning competencies, as compared to the low achievers of control group (Table 3). The difference between the two means was statistically significant at 0.05 levels. Consequently, the null hypothesis that, “There is no significant difference between the low achievers of the experimental and controlled group” was rejected in favour of the low achievers of the experimental group. These findings support the findings drawn by Reigeluth & Merrill (1993).

The learning competencies, when measured, of experimental group were found higher than the control group, on the retention test. The difference between the mean scores on the retention test of the experimental and control groups was calculated statistically significant at 0.05 level. Therefore, the null hypothesis that “There is no significant difference between the mean scores on the retention test of the experimental and control groups” was rejected in favour of experimental group. The finding supported the claim of Reigeluth (1999), Merrill (1995), Pervez et al (2004) and Maistre (2006). However it is pertinent to mention here that the retentivity among control group on using the familiar vocabulary was found better than the experimental group though statistically was not significant. Here the claim of Reigeluth (1992) and Maister (2006) was not proved.

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**Meta Assessment of the ESP Course of Naval  
Sailors: A Case Study**

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**ABSTRACT**

English for Specific purposes (ESP) is a practical discipline with the main focus on helping students to learn English for a specific purpose. It is English instruction based on the actual and immediate needs of learners who have to successfully perform real life tasks unrelated to merely passing an exam. Assessment in ESP situation is concerned with the effectiveness and efficiency of learning, and thereby achieving the objectives. This paper examines the current assessment practices in the ESP course offered to Naval Sailors. The research also focuses on the test items and their relevance to their objectives. It was a case study carried out through syllabus outline, questionnaires and test papers. A self designed language proficiency test was used as a supplementary tool for the authenticity of findings. The in-depth analysis of the test paper, correlation between the teacher made test and the self made test,

and the discussion on questionnaires indicate that the traditional instruction assessment model represented by Larry Ainsworth and Donald Veigut was in practice but without authentic assessment. The paper also presents some remedial suggestions in order to enhance the practicality of a practical course of ESP.

**Key Words:** **ESP:** English for Specific Purposes; **ASSESSMENT:** Assessment in ESP is the process of gathering, interpreting, recording and using information about pupils' responses to the targeted tasks; **AUTHENTIC ASSESSMENT:** Assessment based on authentic situation in which reliability and validity is maintained.

## **Introduction**

Several efforts have been put in ESP field resulting various descriptions and explanations of specific areas like needs analysis, syllabus design, material development, and teaching strategies. However, assessment in the ESP pedagogy is still a less-developed area of research and there has been a growing realization that for a sustainable change, more work in the area of assessment needs to be done. The current study is aimed at studying assessment strategies already in practice in the light of the modern assessment model. The study started with the hypothesis that naval sailors are assessed in terms of their linguistics competence as well as their socio competence. A null hypothesis was also set that teachers teaching to naval sailors are not aware of the tests' standards and they deal it traditionally.

## **The emergence of ESP as a discipline**

The movement of ESP originally resulted from the general developments in the world economy in the 1950s and 1960s: the growth of science and technology, the increased use of English as the international language of science, technology and business, the increased economic power of certain oil rich countries and the increased numbers of international students studying in the UK, USA and Australia. It was undoubtedly in the mid to late 1960s that various influences came together to generate the need and enthusiasm for developing ESP as a discipline. The growth of ESP was brought about due to the expansion of demand for English to suit particular needs and developments in the fields of linguistics and educational psychology.

## **Assessment in ESP**

Assessment in ESP situation is concerned with the effectiveness and efficiency of learning for achieving the objectives. Assessment as an aid to learning encompasses benefits such as reinforcement, confidence building, involvement and building on strengths. Assessment is a process of measuring, and one formal method of measuring is to test. However, in many ESP situations tests may be inappropriate: ESP is short intensive need-based course where a large portion of the time is required for input and practice. Assessment in an ESP classroom is mostly a formative assessment which emphasizes feedback to students and enhances their learning, and does not necessarily add to the end of the course mark.

ESP is accountable teaching in which learners want a return of their investment. This accountability has logically demanded a full emphasis on assessment, however, there is a general lack of discussion on ESP testing. Munby (1978) discusses highly detailed procedures for the specification of learning objectives, but does not mention at all of how these objectives might be tested. Alderson and Waters (1983) maintain that the lack of importance assigned to evaluation can be attributed to pervasive prejudices against testing. The result of this prejudice is to see assessment as a post hoc operation...a regrettable and dreary task to be tacked on to the end of the course design. The net result is a paradoxical situation in which the need for better tests and evaluation procedures co-occurs alongside an almost universal lack of acceptable instruments (ibid). This does not imply that there are no tests available in ESP. In fact, Davies and West (1984) list 14

examinations in Specific Purpose English offered by British Institutions. The London Chamber of Commerce and Industry, The Associated Examination Board (AEB), The English Language Teaching Development Unit (ELTDU) have produced test batteries for occupational English.

Testing in ESP may be conceived on a large or small scale; they may be administered for different purposes: for placement or diagnosis, to measure general proficiency or to measure alternatively achievement of a particular course of study. Usually three P'S tests are noticed in ESP:

*PLACEMENT TEST*... used to 'place' learners in ESP course most suited to their needs. In the first instance it is a proficiency test and in its second function, the placement test is diagnostic, indicating how far and in what ways the learners fall short of the proficiency level. In this respect the test has a formative value, in that the results will be used in forming the nature and content of the ESP course that the learner will take.

*PROGRESS TEST*....used to 'test' how well the learner is keeping up with the syllabus. This kind of test is the least problematic, since it is usually internal to the course. It does not have to conform to external influences, but should rather reflect the nature and content of the course itself (Alderson and Hughes:1981).

*PROFICIENCY TEST*...used to 'assess' whether or not the student can cope with the demands of a particular situation. Such tests are primarily criterion referenced. With criterion referencing there is no pass/fail distinction, but rather a scale of degrees of proficiency in the task. Proficiency tests for specific purposes

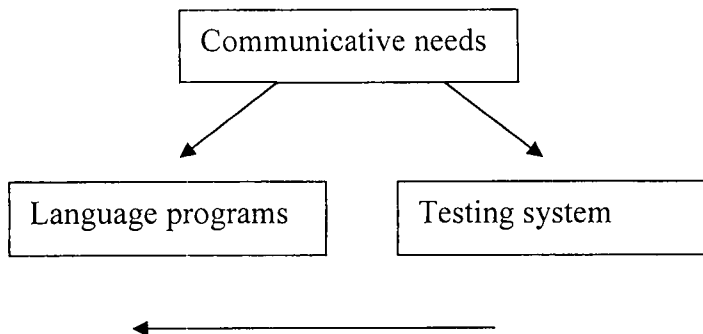
should be able to give a reliable indication of whether a candidate is proficient enough to carry out the tasks that will be required. Such tests also have a high face validity in that they look as if they are reliable indicators.

### **Needs-related testing**

Testing is related to teaching that is needs based in ESP. In the view of Vance (1977 p.54) quoted by Jo McDonough, “Language instruction cannot be separated from the function of that language. Language testing cannot either.” Another linguist states as;

“Language courses of a specified or specialized nature are considered the quickest way to achieve the main objectives of English-medium study, tests which are used to place students in or exempt students from each courses should be every bit as specific in their conception and application.” (Blackie: 1979 p.239)

Carroll sets out the triangle of relationships between needs, courses, and tests in diagrammatic form, where courses and tests derive from the same criterion.



Measurement of communicative proficiency is very compelling. Essentially ESP practitioners point to the development of tests which look outwards and forwards; outward to the reasons for learning and their non language contexts, and forward to the end product of language learning and to communicative potential. This ties in, of course, with the notion of language as a “service” that is at the core of ESP.

The relationship between testing and the target world may be direct or indirect. A direct test, based on language proficiency and with diagnostic capacity, would be able to assess whether a person had sufficient English to carry out a job or follow a course of specialist study where the language was critical. If the proficiency level was not adequate, the test would specify what measures should be taken to bridge the gap. An indirect test would essentially be about achievements. It would assess details of the performance on an English language course, on the assumption that the course had itself been based on the analysis of learners’ needs. At the same time, it could diagnose areas of shortfall between the optimum achievement and actual performance.

### **Characteristics of tests**

The value of tests depends primarily on how they are used. There are some characteristics common to all good tests: Bachman and Palmer (1996) talk of the following components of testing:

F.....Fairness

A.....Authenticity

I.....Impact



R.....Reliability

V.....Validity

P.....Practicality

The above components of testing are the basic and fundamental parts of testing that are required to be considered consciously. As per Bachman these components make the test authentic and they check really the proficiency of language in a context. On the other hand Carroll (1980) talks of

C.....Comparability

A.....Acceptability

R.....Relevance

E.....Economy

ESP is a pedagogy that needs to be carefully administered. Assessment is a base of learning that reflects the learners' capability of using the language. If the test lacks quality, it will ultimately affects on the result's authenticity. Administering and marking of the test can also be crucial in some ESP situations. Another crucial factor is the backwash impact. Backwash can be negative that can negotiate the fulfilling of objectives behind ESP course. Backwash can be positive if the test is designed well that will cause teachers to teach what learners need in ways which enhance the learning process. All the efforts behind needs analysis and course design can be negated if there is an examination which does not match them. Weir (1993) gives detailed general principles and specific guidelines for test construction and states that 'the one inescapable guideline is that test writing should not be a solitary

activity'. What must be checked is that all the objectives tested are related to the course and have been covered in teaching so far. There are no question types specific to ESP; what may be different is the frequency with which a question type is used.

## **The Study**

This study is consecrated to investigate common assessment practices in the ESP course offered to Naval Sailors. It was a case study conducted in one of the naval institutions. It was founded in 1960. In 1970, there was felt a dire need for an English Language course for Naval Sailors. First, it was run under Bahria College. Then, in 2000 it became autonomous and started a language course of its own. The course was designed by SPELT. There are 7 groups who are trained per year. In one group there are 40 students on an average. There are 20 English instructors serving over there with great enthusiasms. The course offered to them is of 24 weeks, out of which 16 weeks are of teaching and 16 periods are for tests. A monthly test is conducted after every 3 units. There is one mid term as well as a final exam.

## **Methodology**

Qualitative and quantitative approaches were applied to the study. Through cluster sampling the study was demarcated to one group of learners. Syllabus outline, test material, questionnaire, and interviews were used as research tools. The study went through different phases:

*Preliminary phase* included a detailed study of the relevant topic and the preparation of questionnaire and designing of the language proficiency test.

*Practical phase* started from collecting the course outline, test papers and their results and moved to administering self designed test and distributing questionnaires to students and the teachers.

At the *analytical phase* the course outline was analyzed and compared with test items to check the objectives of the test items. Inter-rater reliability was used for ensuring the reliability of the proficiency test. Results were compared with collected results for significance through **t-test**. Finally, questionnaires were thoroughly analyzed.

## **Findings and Discussions**

### **Analysis of Test Paper**

The test papers were analyzed in terms of their objectives' fulfillment. While, scrutinizing the test items, it was observed that test items did not match with course objectives. Their way of testing was not fulfilling the purpose of asking that question. It was noticed as;

**TABLE 1**

<b>TEST ITEMS</b>	<b>PORTION IN THE COURSE</b>	<b>THE WAY IT WAS TESTED</b>
Textual Questions	Yes	Test of memory No skill is tested
Paragraph Writing	Yes	Topics chosen are knowledge based
Sentence Making	Yes	Vocabulary is tested in isolation
Affixes' meaning	Yes	Tested in isolation
Tenses	Yes	Tested in isolation
Changing verbs into nouns	Yes	Tested in isolation
Translation	Yes	Tested in situation
Comparison Asking/ comparative degree of adjectives	Yes	Tested in situation but in no. of sentences

Advices Giving	Yes	Tested in situation
Comprehension	Yes	No authentic material is used

Test items present in the above table ascertain the lack of variety in assessment that is needed to ensure the quality assessment. Test items are of limited scope that typically test each student's capacity for rote learning. However, the content validity is shown, but the paper lacks constructive validity as the principles of learning foreign language are missing. As per **Blooms Taxonomy**, assessment should include all three domains of learning; **cognitive, affective and psychomotor**; all were found missing in the paper. For instance, there was one question in a paper in which questions were taken from the prescribed text that indicates that the test is of memory. This memory checking has no match with the objective to enable naval sailors to improve their socio competence, their strategic competence, and their linguistics competence.

Similarly, when grammar items in a paper were analyzed, it was noticed that all grammar questions were tested in isolation. Context based grammar poses a challenge for the learner and that is the practical usage of it. But it was not the part of their system. They were simply asked to change one tense into another, change verbs into nouns, and translation from Urdu to English. In the same manner vocabulary was tested. In the above table, it is mentioned that there were two questions for vocabulary testing: sentence making and affixes' meaning. The two questions have been asked

not in a situation, but simply in isolation. Paper anatomy establishes an opinion that the fundamentals of effective assessment are neglected as vocabulary and grammar are tested in isolation and no context is given to check their proper use. However, there was one question seemed to be checked in context, that is advice giving. The overall pattern of the paper was ineffective. Textual question checks the memory power of learners leaving behind the purpose of language test. The analysis of paper items proves that the naval sailors are supposed to improve their memory power rather than their skill of using language in different contexts.

This implies an idea that contextual language proficiency is not tested in that raises a question of authenticity of students' competence. Assessment is authentic when it is aligned with classroom objectives and reflects real world application. Chief characteristics of a test as described by Bachman and Carroll were not found. Shortcomings were found in assessment efficacy as assessment is effective when it reflects an understanding of learning as multidimensional and integrated.

### **Analysis of Questionnaires**

Questionnaires were distributed to students as well as the concerned teachers. Teachers' responses did not give a realistic picture of the assessment practices running over there. Students' views through questionnaires indicate that a traditional pattern is followed for assessment. Their responses are explicated as:

**TABLE 2**

	<b>TEACHERS' RESPONSE</b>	<b>STUDENTS' RESPONSE</b>
Satisfaction with current system of assessment	<ul style="list-style-type: none"> <li>• 90% teachers are fully satisfied</li> </ul>	<ul style="list-style-type: none"> <li>• 50% students are 100% satisfied</li> <li>• 35% students are 75% satisfied</li> <li>• 15% students are 50% satisfied</li> </ul>
Impact of monthly tests in enhancing performance	<ul style="list-style-type: none"> <li>• Monthly test develops a sense of competition among learners</li> </ul>	<ul style="list-style-type: none"> <li>• 65% students found a greater impact of monthly tests</li> </ul>
Revision of lesson/topic after monthly tests' result	<ul style="list-style-type: none"> <li>• 98% teachers accepted that lesson was not revised</li> </ul>	<ul style="list-style-type: none"> <li>• 95% students declared that lesson was not revised</li> </ul>
No. Of test items taken from prescribed	<ul style="list-style-type: none"> <li>• All items are taken from prescribed book with</li> </ul>	<ul style="list-style-type: none"> <li>• 100% students found many items taken from prescribed</li> </ul>

book	some changes in words(nouns, verbs)	book in test papers
Need for formal preparation for language test	<ul style="list-style-type: none"> <li>• Not recommended but students do</li> </ul>	<ul style="list-style-type: none"> <li>• 80% students felt a need for formal preparation for their language test</li> </ul>
Need to bring change in current system of assessment	<ul style="list-style-type: none"> <li>• 10% teachers wished to bring some changes in their assessment system</li> </ul>	<ul style="list-style-type: none"> <li>• 50% students felt a need to see some changes in testing system</li> </ul>

An analysis of the above table indicates that most of the teachers are fully satisfied with the current practices of assessment. Their responses are contradictory to the scrutiny of the paper discussed previously. One could not find any standard in the test format and the authenticity of students' competence can be questioned through that test. However, teachers' satisfaction with the current assessment system shows their lack of awareness about test specifications and test standards. Resultantly, most of the teachers did not feel the need to bring any change in their



assessment system. This highlights that they do not keep themselves updated and are least bothered to uplift their standards. Whereas, students' contentment are not surprising as they are not concerned with specialization in testing.

Monthly tests are given by most of the teachers as a tool to develop a sense of competition among learners. Teachers as well as students seemed in great favor of having monthly tests after every three units. They took monthly tests as a magnifying glass to highlight the position where they stand. However, monthly tests are dealt in traditional way only to grade students. The traditional instruction assessment model represented by Larry Ainsworth and Donalt Viegut: pretest; teach-teach-teach-teach-teach; post-test; assign grades; and repeat the same process with the next instructional process or body of academic content is found in practice over there as;

	TEACH	TEACH	<b>POST TEST</b>	TEACH	TEACH
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It was found through the responses of teachers and students that the tests were not taken as a treatment to enhance the learning of students. Teaching is not dealt as a cyclic process as the lesson is not revised after monthly tests' result. This implies an idea that the Modern model of assessment has not been adopted yet as it looks like;

PRE TEST	<b>ANALYZE RESULT &amp; MAKE PLAN</b>	TEACH  TEACH  TEACH	POST TEST	<b>ANALYZE RESULT &amp; MAKE PLAN</b>	TEACH  TEACH  TEACH
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In the above suggested model a process of remediation is followed that was not found in place over there even if it is warranted after tests' result and it reduces the efficacy of conducting monthly tests.

When asked about the need for formal preparation for a language test, teachers replied in negative, but 80% students felt a need for it. This suggests that language is not tested in specific situations but in isolation. Test items are taken from the prescribed book using no authentic source that presents lack of reliability, validity, and authenticity of the test. The ultimate proof for an ESP course is how well the learners fare when using English in their target situation, but unfortunately students seemed to be relying on their books and that decreases the standard of ESP learning.

#### **4.3. Correlation of Teacher made test and self designed test**

A teacher made test has been analyzed above finding that no test item matched with the objective of checking proficiency of language skills or achievement of the learnt items. However, the teacher made test was based on memory. A simple proficiency test was designed by the researcher to check the level of language skills

taught to the participants. The syllabus outline was kept into consideration while designing the test. There was one question for reading, one for grammar and one for writing. All the questions were based on cognitive skill rather than memory. Grammar questions were not asked in isolation, but in their own context. In short, it was a skill based test.

- Cryptography of the teacher made test's results and self designed test's results highlights the insignificance of test as shown below;

TEACHER TEST RESULT	MADE SELF MADE TEST RESULT
70	52
45	36
60	48
65	44
67	36
60	36
67	44
72	48
70	48

69	42
42	28
80	52
54	42

### **Correlation: 0.78**

The correlation 0.78 is a significant value to show a marked difference between the two analyzed items and it shows the insignificance of the teacher made test. It indicates that the results of two different tests of the same level cannot be the same if language assessment does not take place properly. As per literature on assessment the results of the skill based language test does not get affected if test items are changed. However, the correlation here proves that skill based tests are not in current practice, but the emphasis is laid upon the traditional pattern of assessment that results in a 0.78 correlation.

The above table shows a big difference in the scores of the teacher made test and the test designed by the researcher. For instance when the score is 70 in the teacher made test result, it reduces to 52 in the self made test result. It should also be noted here that the marks reached the highest score of 80 in the teacher made test, but it could not cross the 52 in the self made proficiency test. In the self made test, the scores are mostly in 40s, whereas the students are get better marks in the teacher made test.

It reduces the degree of the reliability of the test made by teachers. A reliable assessment consistently achieves the same results with the same cohort of students and it was emphasized through out the research that the teacher made tests are not reliable enough to check the competence of language skills. It has been discussed above in table 4.1 that the teacher made test is a test of memory in which learners definitely do well, while the self made was a language proficiency test where they lacked.

### **Conclusion**

Following conclusions are drawn on the basis of the result of teacher made test and self designed test:

- Current assessment practices lack authenticity as learners proved themselves incompetent in attempting the skill based test designed by the researcher
- Lack of practicality is also found

Through the scrutiny of test items of the teacher made test, it can be concluded that:

- The traditional model of assessment is still in practice
- There are no test standards shown in any test item as the test items do not fulfill the objectives of testing

- No characteristics of a good test were found discussed in ESP literature review
- The test is not skill based
- The test is not based on needs analysis of the learners

It can be concluded through the analysis of questionnaires that:

- Assessment literacy is lacking in teachers
- There is a negative wash back effect of testing on learners as they feel a need for formal preparation for a language test that is held after every three units

### **Recommendations**

Keeping the aforementioned points in view, it is highly recommended that:

1. Assessment should be ongoing (**Formative**) not episodic (Summative) in a target oriented

Course of ESP. In a short intensive course there is little scope for formal continuous monitoring, and time is best spent in direct teaching and learning activities.

2. Assessment should be dealt as Health Check followed by the process of remediation till

Students get a reasonable command over language. (Cyclic process should be followed).

3. Teacher training programs should be arranged for ESP teachers .
4. Language should be tested in context so that the socio competence of learners can also be tested.

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