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Editor's Note

The 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 a 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.

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

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The Cohesion Pattern “嗯啊噢 是 对” in Chinese Response^①

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China.

Abstract

This paper explores the types, meanings, characteristics and the occurring frequency of the feedback cohesion pattern “嗯 啊 噢 是 对”. According to a closed statistic study, we have got the following findings: “嗯” occurs in the highest frequency in talk shows but in cross talks, “啊” occurs in the highest frequency. We make an explanation about the difference between “嗯” and “啊” by comparing the phonetic features, linguistic form and referring to the iconicity and the maxim of providing enough information and not providing excessive information.

Key words/terms: response; reply; cohesion pattern

1. Introduction

Charles Fries is the earliest expert who begins to investigate the language convergence in discourse research. He called it “listener response”, while some other researchers called this “the signal of feedback”, or “feedback program”, or “interjection”, or “hearer’s signal”, etc (Wu: 2000). Although the names are quite different, they bear many similarities. That is, when a participant of conversation has a chance to talk, he is to act as if he has issued a brief speech. The main common characteristics of this kind of feedback is that the conversation partner has no intention to interrupt the current speaker's discourse, nor wants to take his/her turn, or contain new substantial content. What he or she wants to do is to inform the current speaker's active participation in the session in order to make the session continue. (Allwood et al.:1992). In this thesis, I call it “language feedback” .

2. Research question

Q. What are the types, meanings, characteristics and the occurring frequency of the feedback cohesion pattern “嗯 啊 噢 是 对”?

3. Literature review

In recent years in China, in addition to the English language scholars, the Chinese language scholars have begun to study the language feedback sessions in spoken Chinese. The common consensus is that the Chinese language has modals, notional words, repetition and other kinds of signals of feedback, with the following typical items such as “嗯”、“啊”、“噢”、“是”、“对”and so on; (Wu:2001). According to the aspects of function, the above items can be divided into expressing reception, understanding, and attitudes and so on. Many researchers agree that using the above language feedback items is not for the purpose of getting the active position during the discourse round. (Wu: 2001, Li&Fan: 2002, Liu: 2004). I agree with the following viewpoints put forward by Allwood et.al., (1992), Duncan, S. & Niederehe, G. (1974), Duncan, S. & Fiske, D. (1985) and Yueer Li (2002), that is, the language feedback items include

not only kinds of language signals such as “嗯”、“啊”、“噢”, but also the form of words (lexicals), such as “不错” and even the phrases and the idioms such as “谁说不是呢” and so on. The function of language feedback can even include the linguistic phenomenon that is the sentences said by rather the listeners than the speakers but also simple clarifications, repetition, and even those non-triggers which get the active position during the discourse based on the contents of the speakers.

3. Methodology

The examples are chosen from TV series 《家有女》、,30 segments of traditional talk shows 、 and randomly-recorded everyday life speech.

In this article, the feedback convergence is assigned to the scope of linguistic response (Sun: 2007). The patterns, characteristics and occurring frequency in different genres of “嗯”、“啊”、“噢”、“是”、“对” as feedback convergence types are investigated.

3.1. The types of feedback & response convergence of “嗯” “啊” “噢” “是” “对”

3.2 Separate using

For example:

(1) 专家 A : 清真菜里头很多都是牛羊肉 , 这个跟汉族的饮食习惯没什么太大区别。

主持人 : 嗯 (en)

专家 A : 不过菜的选材上要求要比汉族人要求的多。

专家 B : 没错。

(《吃喝玩乐大搜索》之“清真菜”) *specialist A : Beef and lamb is used in Qingzhen dishes frequently, that's not much different from Han dishes.*

moderator : 嗯 (en) Specialist A : But, the condition of chose materials is much difficult than Han specialist B : That right

(<<The discovery of eat drink and play>>)

(2) 朋友 A : 明天阴天, 你出去别忘了带伞。

朋友 B : 啊 (a)

朋友 A : 免得挨淋。

Friend A : Tomorrow is a cloudy day, don't forget bring your umbrella when you out

Friend B : 啊 (a)

Friend A : Don't get wet

(3) -(5) 嘉宾 : 北京的名小吃可以说 80% 以上属于回民小吃。

主 持 : 嗯 (en) 。 (3)

嘉宾 : 后来就慢慢地流传到世上就不分汉回教了。

主 持 : 嗯 (en) 。 (4)

嘉宾 : 严格来说小吃呢就是回民的好一点。

主持 : 噢 - (ǎo) (5)

嘉宾 : 以前都是挑着挑子卖的。(《吃喝玩乐大搜索》之“清真菜”) guest : Over 80% of the famous snack is Huis

moderator : 嗯 (en) 。

(3) guest : And after time goes by, it comes down to the social. And can not be separated Han or Huis

moderator : 暖 (en) 。
(4)

guest : *strictly speaking, the snack of Huis is better.*

moderator : 暖 - (ǎo)
(5)

guest : *Long time ago, it the person who sell with trolley.(<<The discovery of eat drink and play>>)*

(6) - (7) 嘉宾：不过我们今天讲的假烟还是一大部分老百姓的消费能力作为指标，我想无非是咱们以前说的，价钱要便宜。

主 持 : 暖 (ái) 。
(6)

嘉宾：东西要实惠，口味还要地道。

主 持 : 暖 (ǎ i) 。
(7)

(《吃喝玩乐大搜索》之“清真菜”)

guest : *But, the fake tobacco we talk about is standard by consumptive level of most people, just like we talk before, it's cheaper.*

moderator : 暖 (ái) 。
(6)

Guest .*the food must cheaper, and the taste must good.*

moderator : 暖 (ǎ i) 。 (7)
(<<The discovery of eat drink and play>>)

(8) 嘉宾：按这个标准来套，就说那家馆子还适合家宴的要求。

主 持：对 (du i)。 (8)

嘉宾：也就是说家宴的话可以考虑去那儿

(《吃喝玩乐大搜索》之“清真菜”)

Guest : According this standart, this restaurant is suit for family party's need

moderator : 对 (du i) 。
(8)

guest :that's mean it can be think about go there if have a family party. (<<The discovery of eat drink and play>>)

(9)-(10) 逗眼：人是越来越多。

捧眼：哎。

逗眼：来了不少啊。

捧眼：对。

逗眼：有住在前门这儿的您算是近的。

捧眼：嗯。

逗眼：有远的啊。

捧眼：远的到哪儿？

逗眼：大兴的、昌平的。

捧 眼：呵 (h ē) 。
(9)

逗眼：海淀的、延庆的。

捧 眼 : (hu ō) 。
(10)

(相声《赌论》)

First : the people come here is geting more and more.

Second : ai .

First : so many people.

Second : yes .

First : you live Qian men is the closest one

Second : EN .

First : there are people live very far.

Second : how far?

First : Daxing, Changping

Second : (hē) 。
(9)

First : Handian, Yanqing

Second : (huō) 。
(10)

(talk show 说说 gambling 说说)

From the above recorded oral materials¹, we can retrieve feedback convergence by hand as the following :

Exclamations	<p> 嗯(en)欸(ai) 唉(ai) 哎(ai) 呸(m) 啊 (a) 哦 (o) 噢 (én 哦 (ó) 哦 (ǒ) 噢 (ō) 噢 (ǒ) 噯 (ǒ) 啊(á) 啊 (ǎ) 哎(ái) 呀(yá) 咦(yí) 呵 (hē) 霍 (huō) </p>
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Verbs	成 是 可以
Adjectives	好 行 得 中 对
Phrases	是吧 看吧 听吧 对吧 是不是 对不对

3.2 Repeated using

(11) 嘉宾 : 那个普通散客我觉得还是可以接受的。它那个普通散客上的包间是不单收费的。

主持人 : 而且它那个氛围特别的好 , 像那个皇家的气派。

嘉宾 : 对对对。

主持人 : 汉白玉的楼梯 , 走上去 , 呵 ! 雄赳赳气昂昂的

嘉宾 : 对。(《吃喝玩乐大搜索》之“清真菜”)

Guest : And I think I can accept that simple guest, and the room of it is not take extra charge

Moderator : and the atmosphere of it is such great, just like a royal style.

guest : 对对对。

moderator : go up the white jade stair, he!。 feel like a hero.

Guest : yes. (<<The discovery of eat drink and play>>)

3.3 Combined using

(12) 热线听众：我就是回民，什么麻豆腐、醋熘苜蓿、肉粥---都是我爱吃的。

点评嘉宾：对，没错。这都是回族食品中比较传统的。(《吃喝玩乐大搜索》之“清真菜”)

Hotline listeners : I am Hui, such like bean curd in lamb oil, clover blossom in sweet sour sauce, and meat porridge are my favorite.

Comment guests : 对，没错. That's all traditional food of hui dishes. (· · The discovery of eat drink and play · ·)

3.3.1 The meanings and characteristics of feedback convergence patterns of “嗯” “啊” “噢” “是” “对”

3.3.1.1 I am listening to you, please go on

In this pattern, the listener bursts out the word in a casual way with a short and light articulation. He/she usually utters the initial or final part of the syllable, indicating that he/she is listening and the speaker may go on. Just like “嗯” in the above example sentences (1)、(3)、(4), “啊” in example (2), and “对” in example (8). In these examples, “嗯”、“啊”、“对” are articulated with the final part of the falling tone.

3.3.1.2 I agree with you, please go on

In this pattern, the listener has received the information and that the information the current speaker provides is, to some extent, new to the listener. In order to express this kind of emotion, the listener takes extra weight the articulation of the final part of the syllable. Just like 哎 (ái) in example (6), 哎 (āi) in example (7).

3.3.1.3 What you say is surprised me, please go on

In this pattern also, the listener has received the information and that the information the current speaker

provides is, to some extent, new to the listener. In order to express this kind of emotion, the listener lengthens the articulation of the final part of the syllable. In order to express this kind of emotion, the listener lengthens the articulation of the final part of the syllable. Just like 嘿 (hē) in example (9) , 哎 (āi) in example (10).

3.3.1.4 Oh, That's what that means, please go on

In this pattern again, the listener has received the information and that the information the current speaker provides is, to some extent, new to the listener. In order to express this kind of emotion, the listener takes extra weight and lengthens the articulation of the final part of the syllable. In order to express this kind of emotion, the listener lengthens the articulation of the final part of the syllable. Just like 噢- (ào) in example (5).

3.3.1.5 I definitely agree with you, please go on

Finally in this pattern too, the listener repeats the same cohesive words to lengthen the articulation. This kind of response has more syllables. In other words, when repeated the response words bears more stress on the affirmative intonation than singly used, just like “对对对” in example (11). Sometimes the listener employs different phonetic cohesive words to increase the number of syllable, frequently enforcing the negative intonation, just like “对, 没错” in example (12).

3.3.2 The interpretation about why the occurring frequency is different from the feedback convergence concerning the sorts of “嗯 啊 噢 是 对”

How about the occurring frequency of the typical feedback convergence of “嗯 啊 噢 是 对” in oral language under different cases? Sixty-five traditional cross-talk paragraphs and a ten-hour program named 《吃喝玩乐大搜索》 are counted, the result of the limited region are as follows:

A- cross-talk

	嗯	啊	暖	噢	是 ²	对
Total	398	507	440	444	260	274
percent	17.1%	21.8%	19%	19.1%	11.2%	11.8%

B-A ten-hour program named 《吃喝玩乐人搜索》

	嗯	啊	暖	噢	是	
Total	1021	47	86	209	27	575
percent	52%	2.4%	4.4%	10.6%	1.4%	29.2%

From the above statistics we find out two things:

Firstly, concerning the sort of cross-talk, the order of the occurring frequency of the feedback convergence is from the higher to the lower as: 啊→噢→暖→嗯→对→是

Secondly, in an another case the ten-hour program named 《吃喝玩乐人搜索》 generates the following pattern 嗯→对→噢→暖→啊→是

The occurring frequency of the modals like “嗯 啊 噢 唉” are not higher than the words of meanings like “对 是”involving the above two sorts of linguistic patterns. This result is somewhat different from that of Wu Ping. (2001). The occurring frequency of modal feedback convergence word “嗯”is the highest, while the“啊” is the lowest concerning interviewing cases, this is somewhat similar with the results of Wu Ping(2001)and Li Yueer(2002). But it is just the opposite concerning cross-talks. The results are quite different from that of Wu Ping(2001)and Li Yueer(2002).

4. Findings

As for the reasons of the above, we think that perhaps it should be partly connected with the tone characteristics of the feedback convergence “嗯”、 “啊”; what's more is the connections between the linguistic forms and meanings. Perhaps, it is also affected by ‘the principle of least effort’(Zipf:1949) ‘the maxim of the fullest’ and ‘the maxim of non-excessive’ in communications(Levinson:1995). Among the feedback convergence words, when the speaker employs “啊”, he/she opens his/her mouth most broadly and exerts more power. But the word of “嗯” is the opposite case. According to functionalism, a particular language structure will always manifest a corresponding function. To some degree, the language structure is the signal of the experiential or ideational structure, so the relation between the language forms and the meanings is not arbitrary, but relative and well-founded. (Shen:1999). During crosstalk performances, the artists will try their best to make the audience listen clearly and get excited. In order to do this, the performers must clearly utter each sentence or each word. They carry out ‘the maxim of the fullest’. So they must exert a lot of energy to utter even the simplest “yes”. That is why they open their mouth most broadly when uttering “啊”. In contrast, in an interview, in order to make the talk as true to real life as possible and create a homely atmosphere, the host/hostess and the guest(s) may employ the principle of ‘least effort’ --usually employed in real-life conversation and ‘the non-excessive maxim’. Frequently, they will use simplified syntactic structures, or exert the least energy to articulate, sometimes even use body language. So, “嗯” will be naturally used as the simplest phonetic form to show the listener's agreement.

5. Conclusion

Because of the prominent linguistic characteristics and its special communicational functions of the feedback convergence, they are popularly used and the language learners like to master them whether they can exactly

understand or not. After a systematic research concerning the way of using the feedback convergence in the second language learning of Swedish, Allwood(1992) found that the learners do this on the basis of the principle from the easy ones to the difficult ones. That means these which are simple in forms and bear less functions will be earlier gotten or mastered. Concretely speaking, the non-word or non phrasal parts can be much easily mastered than the words and phrases, elements to show acceptance is also easier to be gotten than the attitude learning from the feedback convergence.

From the statistics and the results of the previous research concerning the learning of the feedback convergence(Hatch:1991),it can be said that the acquisitional speed of tone is much higher than that of meanings and grammar, especially the simple feedback convergence.) ,we know that the learning of the feedback convergence can be started from the modal ones like “嗯 啊 噢 喂” to the notional ones like“是对好行”. As for the differences among inner elements of every feedback convergence, concrete applicational contexts and the sequence of learning, further research will be done in the future.

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A Statistical Analysis on Person Substitute in a Text

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Abstract

This paper is natural data-based. Under the guidance of cohesion theory, we make a statistic analysis on the cohesion of various person substitutes from 4 aspects: within clause, beyond clause, within paragraph and beyond paragraph. Consequently, the factors that affect the option of person substitutes are person perspective, semantic features and the iconicity principle.

Key words/terms: text; cohesion; person substitute

1. Introduction

Chen Ping holds the opinion that in Chinese there is continuity in the objects that are referred to. So when a person and an object have to be repeated in a Chinese text, a form without a phonetic realization tends to be used. This kind of anaphora is called zero anaphora. So, we call zero anaphora as zero person substitutes.

2. Literature review

There are many studies about the person substitute in Modern Chinese, but few about specific studies. Several articles as follows are chosen as examples.1) In A Discourse Analysis on Narrative “Ta(他)”, a statistic analysis is made on the various constraints of “Ta(他)” usages in texts at the linear and strata levels. (Xu Jiujiu :1990)2) In An Analysis on the Noun References in Narrations, noun references are classified into five types: same-formed, partially same-formed, synonyms, hyponym and comparison.(Xu Jiujiu: 1999) 3.In A Study on the Anaphoric Function of Pronoun “Ta(他)”(Wang Canlong: 2000). Mr. Wang discovers the rules of anaphora of person pronouns in and beyond clauses. He points out that the person pronoun is one of the most frequently used anaphora.4) In Applicable Analysis on the Deeper-level Anaphora of the Third Person Pronouns (Qin Hongwu:2001),Qin argues that reference is constrained in discourse understanding and use and that syntactic rules are not the only criterion for reference.In the above studies, the scholars focus more on the studies of pronouns. Many of studies are about the cohesions of person substitutes in Chinese and Sino-foreign languages. However, there is little research done on the cohesion of various person substitutes in texts and in a statistic way.

3. Methodology (Data collection and analysis)

The data in our study are collected from Readers (Gansu People Publication Press: 2001, 2002) and An Edition of National Awarded Mini-stories in 2001(Jin Mountain Magazine: 2002). We choose 50 narrations and make an intra-context statistic analysis of the cohesion of person substitutes beyond clauses.

The terms in the thesis “person substitute” and “person reference” are different from but relative to each other. Here, person substitutes refer to the language forms (including zero form $_{[1][2]}$, as \emptyset) in a text. The word person here refers to any entity that can be identified as human being through the language forms. We do not employ person reference because scholars have not come into an agreement about how to define reference and non-reference. For instance, philosopher Mr. Dennellan holds opposite ideas to linguists like Lyons (Wang Hongqi: 2001). Another reason why we do not use reference is that non-reference can establish a cohesion with other person substitute through a relative process. Non-reference can be referred to as the person in a particular context. For example:

1) 我有一个朋友, \emptyset 是个书虫。这个书呆子 / 书虫好几天没有来我这儿借书了。_[3]

I have a friend, \emptyset is a bookworm. For several days, this book addict/bookworm hasn't come over to me to borrow books.

In the above example, “*Ge shu chong* (个书虫)” is a non-reference_[4], without which “*Zhe ge shu dai zi* 这个书呆子 / 书虫” can't be linked with “*Peng you* (朋友)” and \emptyset . Besides, “*Shu chong* (书虫)” can be singly referred to as “*Peng you* (朋友)”. For the reasons mentioned above, we employ person substitute to make the subject matter of this thesis is clearer.

In a text, person substitutes are in a unity of opposition: 1) Different variants of person substitutes—any language form can be regarded as a variant—stand in one congregation because they can be referred to as the same person; 2) Each person substitute can form a larger language unit with other forms; 3) A complex person substitute can be segmented into smaller forms.

In terms of the features of a substitute, person substitutes can be categorized into nouns, reflective pronouns, demonstrative pronouns, other pronouns and zero form. Nouns include proper nouns, common nouns, person

noun phrases with modifiers, phrases used to substitute person and proper nouns transformed from pronouns (Hu Zhuanglin: 1994). Reflective pronouns only include “Zi ji (自己)” and “Zi ger (自个儿)”; demonstrative pronouns include all the words with “Zhe or Na (这、那)” to denote person; other pronouns refer to all the pronouns except reflective pronouns and demonstrative pronouns. As for the person pronouns “Ta, Ta, Wo (他、她、我)” used in the whole text as the actors of the events, we classify them into nouns to do the statistics. A zero form refers to those forms without language structure but with semantic meaning.

3.1 Cohesive devices

3.1.1 Reference and repetition

The cohesive devices of person substitutes are mainly the reference at grammatical level and the repetition at the lexical level (Halliday & Hasan: 1976). According to Xu Jiujia (1999) we categorize repetition into repetition of the same form, partial repetition of the same form, synonym, hyponym and rhetorical relations. Repetition of the same form means that the person substitute has the same form as the antecedent. Partial repetition of the same form means that there is a reduction in the substitute on the Chinese characters from the antecedent. In synonym, the reference and the antecedent have the same semantic meaning but different language structures. But this does not exclude the person substitutes that partially have same inner structure. Hyponym means that reference and antecedent are semantically inclusive each other. The rhetorical relation means that the anaphora realizes the cohesion with the antecedent by means of rhetorical relations.

In a real cohesive text, each person substitute realizes the vertical cohesion in a particular way. The cohesion of person substitutes is realized through integrating various devices. For example:

①荷城那条衣裳街上，出过几位杰出人物，摆过服装摊的刘思劲就是其中一位。②如今他去琼岛闯荡，Ø

已有三年 (O) 没回家了。③刘母思儿心切, O 频频央人代笔修书 (O) 要儿子回家看看。

In the clothes-store streets in Hecheng, there emerged several outstanding people, one of whom was Liu Sijin who had sold clothes in the street.

④这天, 刘思劲终于拨冗 (O) 回到老家。⑤刘母看到年过三十, 略显富态的儿子, O 喜极泪涌, O 抱着儿子的肩头, O 说: (“孩子, 你把家忘了吗? O 把妈也忘了吗?) ”

This day, Liu Sijin finally put aside his business and O came back to his hometown. Mother Liu saw her *over-thirty and a little fat son* and O was happy to cry and O hugged *her son's* shoulder. O said: “ *My son*, did *you* forget your family? O Forget *your mother*?”

⑥刘思劲的眼圈也潮湿了, O 连忙说 (“妈, 看您说的, 我怎么能忘了家, 怎么能忘了妈呢?”)

Liu Sijin's eyes were wet and O immediately said: “Mother, Don't you say that. How can *I* forget my family and O forget my mother?”

⑦O 随即把送给母亲的礼物呈上……

And then O presented the gift to his mother...

(A

Green Parrot 《绿鹦鹉》)

In the above example, the cohesive devices of the person substitutes are as follows:

- a. Reference: for example, “*Ji wei jie chu ren wu*” (几位杰出人物) → “*qi*(其)”, “*Bai guo fu zhuang tan de Liu Sijin* (摆过服装摊的刘思劲)” → “*Ta* 他”, “*Hai zi* 孩子” → “*Ni*(你)”, “*Ma*(妈)” → “*Nin*(您)”, “*Liu Sijin*(刘思劲)” → “*Wo*(我)”, “*Ta*(他)” → O;

- b. Repetition of the same form: for example, “*Liu Sijin* (刘思劲)” → “*Liu Sijin* (刘思劲)”, “*Mother Liu* (刘母)” → “*Mother Liu* (刘母)”;
- c. Repetition of partially same form: for example, “*Bai guo fu zhuang tan de Liu Sijin* (摆过服装摊的刘思劲)” → “*Liu Sijin* (刘思劲)”, “*Nian guo san shi , Lue xin fu tai de er zi* (年过三十, 略显富态的儿子)” → “*Er zi* (儿子)”;
- d. Synonym: for example, “*Ma* 妈” → “*Mu qin* (母亲)”; “*Er* (儿)” → “*Er zi* (儿子)”.
- e. Besides, theme-rheme pattern also helps to realize the cohesion in a text (Hu Zhuanglin 1994): for example, Sentences (2) and (3) in the first paragraph have the same theme-rheme pattern: (2) T1—R1 , T1 (O) —R2; (3) T2—R3 , T2 (O) —R4.

2.1.2 A Statistic Analysis

We make an account of all kinds of person substitutes that are allocated closest each other. The results are as follows:

Category	Noun	Refle- ctive pronoun	Demon- strative pronoun	Other prono- uns	Zero	Total
Number	1808	46	122	838	1179	3993
Percentage	45.28%	1.15%	3.06%	20.99%	29.52%	100.0%

The cohesion of nouns actually take forms of lexical repetition, accounting for 45.28 % of the total cohesion occurred in the texts. Reflective pronoun, demonstrative pronoun, other pronouns and zeros are the cohesion at the grammatical level, accounting for 54.72%. So, we come to a conclusion that the cohesion of person substitutes at the grammatical level occur more frequently than at the lexical

level, which in turn exemplifies the principle of economy in language. There is difference in the cohesion power of each category of person substitutes; the possible sequence is shown as below:

(“>” means “more than or larger than”, the same as below)

nouns > zero > other pronouns > demonstrative pronouns > reflective pronouns

From the above analysis, lexical cohesion takes a lead in text cohesion. The following table is about the result about the cohesion chains formed by nouns with different inner structures:

type	Repetition of the same form	Partial repetition of the same form	Hyponym	Synonym	Rhetoricals	Total
number	1343	205	62	196	2	1808
percentage	74.28%	11.34%	3.43%	10.84%	0.11%	100%

From the above table, the possible cohesion formed by nouns with different inner structures can be ranked as follows:

Repetition of the same form > Partial repetition of the same form > Hyponymy > Synonymy > rhetorical relations

3.2 Cohesion beyond paragraphs and sentences

3.2.1 The features of cohesion of various person substitutes beyond paragraphs

By the study about the antecedents and anaphora that are closest to and dependent on each other on the cohesion chains, we find that the span to which different types of person substitutes form cohesion varies and that reflective

pronouns cannot construct cohesion beyond paragraphs. The following table shows the results clearly:

Form	In the same para.	Beyond one para.	Beyond two or more para.	Total
Noun	862 (48%)	585 (32%)	361 (20%)	1808 (100%)
Reflective Pronoun	46 (100%)	0 (0%)	0 (0%)	46 (100%)
Demonstrative Pronoun	57 (47%)	50 (41%)	15 (12%)	122 (100%)
Other pronoun	690 (82%)	100 (11.90%)	48 (6.10%)	838 (100%)
Zero	1136 (96.40%)	34 (2.80%)	9 (0.80%)	1179 (100%)
Total	2745 (68.70%)	769 (19.30%)	433 (12%)	3993 (100%)

From the distribution in texts, the cohesion within one paragraph accounts for the highest percentage (68.7%), then the cohesion beyond one paragraph is leveled as the second highest (19.30%), the cohesion beyond more than one paragraphs is the least (12%). This result illustrates that all types of person substitutes (exclusive of reflexive pronouns) are largely alike in the cohesion beyond paragraphs. They observe the following rule:

In the same para. > Beyond one para. > Beyond more than one paras

The cohesion of reflexive pronouns is realized within a paragraph. There is no much difference in ratios of the cohesion of nouns and demonstrative pronouns within and beyond paragraphs, but there is great differentiation between the ratios of the cohesion of other pronouns and zero forms—much higher within the paragraph than beyond

paragraphs.

The cohesion span of various person substitutes in different language circumstances are listed below:

- a. within the same paragraph: reflective pronouns > zero
> other pronouns >
nouns > demonstrative
pronouns
- b. beyond one paragraph: demonstrative pronouns >
nouns > other pronouns >
zero > reflective pronouns
- c. beyond more than one paragraphs : nouns >
demonstrative
pronouns >
other pronouns
> zero >
reflective
pronouns

2.2.2 The features of the cohesion of various person substitutes beyond clause

In the same way, the way cohesion of various person substitutes beyond clause is clearly shown in the following table:

Type	Within the same clause	Beyond one clause	Beyond more than one clauses	Total
Noun	287 (16%)	666 (37%)	856 (47%)	1808 (100%)
Reflexive Pronouns	35	6	5	46

	(76%)	(13%)	(11%)	(100%)
Demonstrative Pronouns	23 (18.60 %)	48 (39%)	51 (42%)	122 (100%)
Other Pronouns	334 (39.80 %)	371 (44.20 %)	133 (16.00 %)	838 (100%)
Zero	994 (84.30 %)	135 (11.40 %)	50 (4.30%)	1179 (100%)
Total	1673 (41.80 %)	1226 (30.70 %)	1094 (27.50 %)	3993 (100%)

In terms of distribution in text, the cohesion realized within clause ranks highest (41.80%) ; second highest is beyond one clause (30.70%) , the lowest is beyond two clauses(27.50%). Concerning each type of person substitute, there is great difference:

Nouns and demonstrative pronouns: beyond one clause>beyond two clauses>within one clause

Reflexive pronouns and zero: within one clause>beyond two clauses>beyond more than one clauses

Other pronouns: beyond one clause>within one clause>beyond more than one clauses

3.2.3 Summary

In summary, it can be said that the distributions of various person substitutes are mostly identical:

Within paragraph/clause > beyond one paragraph / clause > beyond more than one paragraphs / clauses

Generally, all types of person substitutes observe the following distribution rule: if the cohesion occurs within clause, it occurs within paragraph; cohesion beyond clause may occur within or beyond paragraph; cohesion beyond paragraph occurs within clause.

Reflexive person substitutes form cohesions with their antecedents only within clause and paragraph; zeros form cohesions with their antecedents mostly within clause and a few beyond clause but within paragraph; very few cohesions between zeros and antecedents occur beyond paragraph but are constrained. The cohesions between nouns and their antecedents ratio very low within clause mostly, beyond clause but within paragraph, thus, nouns have the largest capacity to form cohesion; The cohesions between demonstrative pronouns and their antecedents ratio low within clause—mostly beyond clause within paragraph—consequently, the demonstratives have the second largest capacity to form cohesion; other pronouns forms more cohesions with their antecedents beyond clause within paragraph.

3.3 The constraints of the option of person substitutes

Since multiple person substitutes form cohesions within paragraph, it seems that they have constructed a large net of cohesion within paragraph. The cohesions formed beyond paragraph interweave with the person substitutes of different paragraphs. Consequently, a complicated web is formed in the text, in which each person substitute serves as a knot. All the knots interact and interlink each other. By these knots, each character in the narration actively participates the event. But nevertheless, the option of person substitutes is affected by different factors. We'll explain the factors below.

3.3.1 Person perspective

The option of person substitutes is greatly affected by person perspective, which is closely related to narration perspective. In a narration, third-person or first-person, there are always two narration perspectives, one is from the angle of narrator, the other from the characters, usually, the hero (es). (Wang Hongqi 200 P90) Through processing the data, we find that person substitutes change for the following two reasons: 1) The perspective of the author/narrator has changed; 2) the perspective of the main or minor characters has changed. For example:

3) *Qin sheng er zi* (亲生儿子) *WO de zhang fu* (我的丈夫) *Ta de er zi* (他的儿子) *Ta de di di* (他的弟弟)
(*Ultimate Love* 《终极之爱》)

4) *Ta de sun zi* 她的孙子 *Sun zi* 孙子 *Wo de er zi* 我的儿子
Mu qin de sun zi 母亲的孙子 (Could I Hug You Kid 《你的孩子让我抱抱》)

In the above examples, 3) and 4) show the variants of the same person substitutes. It is self-evident that each person substitute is not chosen from the perspective of the same character. In example 3), four person substitutes referred to “my husband” are chosen from the perspectives of “I” and “my father-in-law”. In (4), four person substitutes referred to “my son” are chosen from the perspectives of “I” and “my mother”.

On the other hand, through options of different person substitutes, we can construct the relations of characters and get some information about the mental state of them. For instance, example 3) shows the relations of “my father-in-law”, “I” and “my husband”. “My father-in-law” considers “his own son” as “his brother”, which shows that “the 88-year-old father-in-law” has developed the Alzheimer. That is the example of the option of person substitutes from an illusionary perspective.

3.2 Semantic features

The option of person substitutes is a dynamic process. The author makes a choice about person substitutes according to the changes of narrative perspective, character(s)' angle and communicative purposes, for example:

- 5) 热恋了很久，他们准备结婚了。 《我要找到你》

They got prepared to marry after being in love each other for a long time. (I'll Find You)

- 6) 虽然清贫，但日子倒也过的闲适，像所有的小知识分子一样，他们彼此宽容、互敬互爱。 《执手》

In spite of being poor, they tolerate each other like all other well-educated people. The life was comfortable. (*Holding Your Hands*)

- 7)而那双执过天线的手，丈夫也再没有松开过。 《执手》

The husband did for ever hold the hands that had held the antenna ... (*Holding Your Hands*)

- 8) 我就一下子沉默了，一个熟悉的影子执拗地出现在我眼前。

(《你的孩子让我抱抱》)(27 - 44)

I immediately became silent; a familiar figure appeared in my mind. (*Could I Hug You Kid*)

In example 5, “Ta Men (他们)” occurs in the text for the first time. Though the reader does not know who they are,

from the context of “fell into love with each other” and “got married”, the reader can easily predict that “Ta Men(他们)” they refer to two people of a man and a woman.; in example 6, the reader can know that “Ta Men(他们)” refers to a couple and they are well-educated by the context of “Ri zi(日日)”, “Hu jing hu ai(互敬互爱)” and “Xiang--yi yang(像.....一样)”. Halliday and Hasan (1976) call the above semantic association as collocation of lexical cohesion. In examples 7 and 8, the reader can know that the underlined parts refer to “Qi zi (妻子)” and “Na ge nv ren (那个女人)”. Therefore, the option of person substitutes must carry the semantic features that correspond to the language elements that are allocated with them. Only if the features of the person substitutes and the language elements around can correspond to each other, the communication can be realized.

Some semantic features are shown through some special markers, for example:

9) “她”和“他”在网上聊得很投缘，遂将天长日久的
情话输送给对方。《现代与家庭》

“She” and “he” were chatting on-line and got along well, thus conveying love to each other.

10) 大泉知道“曼德拉”啥意思，也不说话，光笑。
《一桶水》

Daquan could understand what “Mandala” meant, but said nothing just smiled. (A Bucket of Water)

In the above example, the quotation marks embody some of the characters’ personalities. In 9, “Ta (她)” is a male and “Ta (他)” is a female, because, when chatting online, they use pseudo names that do not show their true gender; in example 10, the nickname of “Mandala” vividly describes an oil worker who has been working in the desert for many years and has his skin suntanned.

3.4 Principle of iconicity

Iconicity is also called likeness. The rationality of language is iconicity by nature. That is, the allocation of language structure is constrained by people's cognition about the world and schema. Iconicity is universal. It is also exceptional to broad analogy. The principle of iconicity actually shows that people speak what they cognate and think of and that they describe the world in the way it is like. It also shows that when they encounter a complexity, they speak more to be clear and easy to understand, while when they encounter a simple or well-known event, they speak less or even nothing. (Wu Weizhang: 1999)

The option of person substitutes follows the principle of iconicity. Take as an example “Yinghe Xiang de shu ji Zheng Zhang (颍河乡的书记郑张)” and “Sheng zheng fu cai wu chu chu zhang Lv Qiang (省政府财务处处长吕强)”, they both occur for the first time in the text, the modifiers in the person substitutes provide the background information for the development of the story, so it is necessary to make a description about their identification. In the later part of the story, “Zheng Zhang (郑张)、Lv Qiang (吕强)” are the partial repetition of the former, since the reader has been clear about who they are. The option of zeros and pronouns also realize the principle of iconicity and economy.

The person substitutes in the cohesion chains also observe iconicity. The first person substitute usually occurs in a indefinite form, but the sequent cohesion substitutes in a definite form. That corresponds to the iconicity of character recognition. (Wang Hongqi: 2001).

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A Study on Approximate Number Lai (来), Ji (几) and Duo (多)

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Abstract

This paper uses statistical methods to investigate the following three ways of expressing approximate numbers: *Lai* (来), *Ji* (几) and *Duo* (多). This paper tries to solve the following two problems. Firstly, are all the native Chinese speakers hold the same understanding of each way of expressing approximate numbers in *Numeral*+ 来/几/多 + *Measure word* form? If there is any difference, what are the correlative factors, and is the difference significant? I also compare these three ways in the sense that whether the native speakers hold significantly different understanding of them.

Key words/terms: approximate numbers; teaching Chinese as a second language.

1. Introduction

1.1. The reason for selecting this topic

Lai (来), *Ji* (几) and *Duo* (多) is frequently used by native Chinese speakers to express approximate numbers. When people use approximate numbers, they want to express an uncertain number in a certain range. Usually we believe that, even people may have some differences when choosing a specific number, the range of each approximate number is agreed by everyone.

However, after a preliminary study, we find that in real life, people have a different understanding. Take *shi lai ge* (十来个) for example, some people believe the range of *shi lai ge* (十来个) is below ten. Other people believe the range can be above ten. There are even some people who think that the range can be only above ten. These differences may cause a faulty communication.

When we teaching Chinese as a second language, it is unnecessary for students to know the specific number of *shi lai ge* (十来个), but it is necessary for them to know the certain range. At least they should be sure whether the range is below or above ten, so that they can really understand *shi lai ge* (十来个) and dare to use it in communication. However, the descriptions on some text books are confusing: “it expresses approximate number”, “can be above and below ten”. This kind of explanations can easily cause an avoidance strategy; students will tend to use *ba jiu ge* (八九个) or *shi san si ge* (十三四个). Other text books give a clear explanation: “It expresses an approximate number below ten.” But does it conform to the reality which a Chinese native speaker uses *shi lai ge* (十来个)? After students have learned *shi lai ge* (十来个), *shi ji ge* (十几个) and *sh duo ge* (十多), they will spontaneously ask about the similarities and differences of these three approximate numbers, and which approximate number expresses a larger numerical number? Which expresses a wider range? If we don't know how a Chinese native speaker uses these three expressions of approximate numbers, we cannot answer this kind of

questions.

Briefly speaking, we are still not fully acquainted with facts of how people use and understand these three approximate numbers. This situation may not only cause a faulty communication between Chinese native speakers, and also increase our difficulties in describing approximate numbers. Therefore it is necessary to make an investigation into this question, and make a statistical description and analysis of the result of the investigation.

2. Hypothesis

This paper suggests two hypotheses:

(a) Chinese native speakers of different areas and ages hold significantly different understanding of *Lai* (来), but all the Chinese native speakers' understanding of *Ji* (几) and *Duo* (多) have no significant difference. All of them use *ten+ 几/多+Classifier* form to express a range which is above ten.

(b) When northern Chinese people use *Lai* (来), *Ji* (几) and *Duo* (多), they use these three approximate numbers in a significantly different way, whereas southern Chinese people use them without significant difference.

3. Literature review

(A study on approximate number *Lai* (来), *Ji* (几) and *Duo* (多))

The early study on approximate number *Lai* (来), *Ji* (几) and *Duo* (多) mainly focus on how to express different meanings under different forms, but rarely concern the range. For example, in the 1950s, Lv Shuxing (1957) studied the position of *Lai* (来) and measure word, distinguished the two forms *Numeral+ 来+Measure word+Noun* and *Numeral+Measure word+ 来+Noun*. In the other paper, Mr. Lv studied the origin of people who use *Lai* (来) as an approximate number, and also compared it with *duo* (多) and *ban* (半). This kind of study is not directly related to our research, therefore we do not make a further mention of

it. Another study mentions the range of *Lai* (来), *Ji* (几) and *Duo* (多), but does not treat it as object of study. For example, Hu Fu (1953) mentioned *Lai* who expresses an uncertain range: the range can move to both higher and lower directions, one thousand 来 RMB may be below and above one thousand (and the number should be not too far from one thousand). *Duo* (多) can also express an uncertain range, but the range can move to only the higher direction, one thousand 多 RMB is always above one thousand, it can be never below one thousand. Zhang Gonggui (1953) suggests that ten 来 persons are equal to about ten, ten *Lai* (来) persons is different from ten *Ji* (几) persons, the former is a uncertain range, the latter is a certain range, and Zhang Gonggui also considers *Duo* (多) as a certain range.

In the 1990s, there were more theses that described the range. The description in *Eight Hundred Words of Modern Chinese* is more specific and representative: *Lai* (来) expresses an approximate number, usually below a certain number, sometimes can also be larger or smaller. *Ji* (几) expresses an uncertain number between two to nine. *Duo* (多) is used after numeral and measure word, it expresses a fractional amount, and also mentioned ten *duo* (多) acre is equal to ten (几) acre.

Wang Gaigai (2001) chose 100 native Beijing people and people who came from other provinces but lived a very long time in Beijing, made a random sampling conversing investigation about *shi lai sui* (十来岁) and *wu shi lai sui* (五十来岁). 37% of this 100 people consider that, *Lai* (来) expresses a number below ten or fifty, Wang Gaigai found that the more the dialect background is far from the Beijing dialect the more they disagree that *Lai* (来) expresses a number below ten or fifty. Among 100 people, 19% consider that *shi lai sui* (十来岁) is a little bit larger than ten, and 24% consider that *wu shi lai sui* (五十来岁) is a little bit larger than ten. Most people who hold this opinion come from the dialect area. 12% of 100 people consider that *shi lai sui* (十来岁) is between ten and eleven, and 14% consider

that *wu shi lai sui* (五十来岁) is between fifty and fifty one. Most people who hold this opinion also come from the dialect area. Concerning age factor, those people who think *shi lai sui* (十来岁) *wu shi lai sui* (五十来岁) express a number below ten or fifty are predominantly above sixty years old.

Zhang Weiguo, Liang Shehui (2003) think *Duo* (多) expresses a number larger than a certain number, *Ji* (几) expresses a number larger than one and smaller than ten. *Lai* (来) can express ①similar to *around* ②a approximate number consist of *number + Lai* (来) is less than the number, it can be maximally equal to the number. According to these range of values, they came to a conclusion: *er bai duo jni* (二百多斤) is more probably among 201 to 205 kilo. *Er bai lai jin* (二百来斤) is more probably among ①197 to 203 kilo, or ②196 to 200 kilo. The existing study has to a certain extent described these three approximate numbers, including ranges of them and how people understand and use them. However, the biggest defectiveness is that these studies lack of convincing scientific evidence, and cannot provide the students an objective and certain answer. Our study pays attention to be objective when collecting, reducing and analyzing data.

4. Research methodology

A questionnaire was designed to find out how people use *Numerical + 来 + Measure word*, *Numerical + 几 + Measure word* and *Numerical + 多 + Measure word* these three approximate numbers. Recovery rate of our questionnaire is 91%.

4.1 The design of our questionnaire

We designed 15 questions, *Lai* (来), *Ji* (几) and *Duo* (多) each for three. We chose five contexts, which are (1) food: steamed stuffed bun, steamed bread, steamed bread of corn. (2) animals: bird, chicken, wild duck. (3) money (4) time (5) area: province, city, state. For the purpose of avoiding the phonetic influence from the measure word after the approximate number, all the measure words for each

context are the same, they are: (1)food: ge (个). (2)animals: zhi (只). (3)money: kuai(块). (4)time: fenzhong (分钟) (5) area: ge (个).

4.2 Basic situation of the study

There are all together 211 subjects, which including 97 persons elder than 40 years old, 114 younger than 40 years old. It includes 115 from North China and 96 from South China. Owing to the limitation of condition, our study is a random sampling study. When a person's ancestral home and birthplace (or long-term residence apartment) are different, we define North or South according to the birthplace (or long-term residence).

4.2.1 Statistics

We use statistical software SPSS 10.0 to analyze the data.

4.2.1 Operational definition

(1) Operational definition of area: subjects were born in northern Chinese or long-term residence in (in the area of Northern dialect) North and Northeast Sub-dialect and northwest Sub-dialect in China are defined as northern subjects. Subjects born in northern China or have a long-term residence in Southwest, Jiang Huai, Xiang, Wu, Gan Sub-dialects (in the area of Northern dialect) are defined as southern subjects.

(2) Operational definition of age: subjects who were born before 1st January 1965 are defined as old, subjects who were born after 1st January 1965 are defined as young.

(3)The represented number of range: our study focuses on the range of values of approximate numbers, therefore we allow subjects to give a range of values. When using a statistical method to analyse data, we need a number to represent the range. We use a median to represent the range.

4.2.2 Statistic method

The objectives of the statistical method are:

(1) To test if each approximate number form is internally significantly different-single dependent variable, multivariate analysis of variance.

(2) To test if the three approximate number forms are significantly different-repeated measurements analysis of variance and paired T test.

5. Description and analysis of the investigation results

5.1. Lai (来)

5.1.1 The preliminary statistics of the investigation results

5.1.1.1 The investigated persons' understanding of the *Lai* (来)'s number range

Table1: Beijing (percentages inside parentheses stand for how much certain-age people who chose a certain number range account for all people. Decimal fractions have been rounded up or down. So are the other tables.)

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	14 (47%)	10 (33%)	6 (20%)
People less than 40 years old	1 (5%)	6 (29%)	14 (67%)
Total	15 (29%)	16 (31%)	20 (39%)

Table 1 studies how people who were born and have lived for a long time in Beijing understand the number range of *Number word + Lai* (来) + *measure word* (take *shi lai ge* (十来个) for example). Number range below 10 means the

investigated persons set the range from 7 to 10 (10 is included). Around 10 means persons set the range from 8 to 12. Above 10 means some set the range from 10 to 19 (10 is also included).

The reason why we pick Beijingers separately is that we hope to know if there exist similarities between different-age Beijingers. However, our findings are that among 40-year-old-down persons (below-40s for short) only 5% set the range below 10, while among 40-year-old-up persons (above-40s for short) this scale reaches nearly 47%. It seems different year-old Beijingers have different understanding of *Lai* (来).

Besides, from the percentages we can find that most above-40s set the range below 10 while only some choose around 10. To the opposite, more than half of below-40s set the range above 10 while only some choose around 10 and few choose below 10. Therefore, we can suppose that persons set the range larger when their ages are younger.

Table 2: Northern parts (including Beijing)

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	22 (43%)	21 (41%)	8 (16%)
People less than 40 years old	5 (8%)	25 (39%)	34 (53%)
Total	27 (23%)	46 (40%)	42 (37%)

Table 2 studies how the persons who were born and have lived for a long time in northern parts understand the number range of Number word + *Lai* (来) + measure word (take *shi lai ge* (十来个) for example). Among above-40s about 43% set the range below 10, while 8% below-40s have the same idea, which seems similar with Beijingers and supports our supposition above.

Table 3: Southern parts

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	4 (9%)	21 (46%)	21 (46%)
People less than 40 years old	0 (0%)	26 (52%)	24 (48%)
Total	4 (4%)	47 (49%)	45 (47%)

Table 3 studies how the persons who were born and have lived for a long time in southern parts understand the number range of Number word + *Lai*(*来*) + measure word (take *shi lai ge*(*十来个*) for example). Different from person from northern parts, most southern persons do not set the range below 10, even among above-40s there are only 9% set the range below 10. Generally above-40s' range is smaller than below-40s, which still supports our supposition above.

5.1.1.2 Conclusion

From the preliminary statistics, we concludes below: different year-old Beijingers differ much in understanding of *Lai*(*来*), so do southern and northern persons, and persons set the range larger when their ages are younger.

5.1.2 Significance tests of differences

We want to test if there is significant difference in the understandings of *Lai* (*来*) between persons of different ages and from different residence.

The results from SPSS Mean-square analysis are below: the first table describes median, Std.Deviation and N. Above-40s corresponds to age=2 while below-40s to age=3; northern persons corresponds to area=0 while southern persons to area=1(the same with the results below).

Descriptive Statistics

Dependent Variable: LAI

AREA	AGE	Median	Std. Deviation	N
0	2	9.737	1.716	51
	3	11.877	1.870	64
	Total	10.928	2.089	115
1	2	11.271	1.627	45
	3	11.925	1.488	51
	Total	11.619	1.581	96
Total	2	10.456	1.835	96
	3	11.898	1.704	115
	Total	11.242	1.902	211

The second is the means-squares analysis table. We can see that sig. of area is .001, while sig. of age is .000.

Tests of Between-Subjects Effects

Dependent Variable: LAI

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	165.111 ^a	3	55.037	19.156	.000
Intercept	26056.292	1	26056.292	9069.179	.000
AREA	32.509	1	32.509	11.315	.001
AGE	101.277	1	101.277	35.251	.000
AREA * AGE	28.613	1	28.613	9.959	.002
Error	594.723	207	2.873		
Total	27427.410	211			
Corrected Total	759.835	210			

a. R Squared = .217 (Adjusted R Squared = .206)

5.1.2.1 Conclusion

We can judge from the significance tests of differences that persons from different residences have significant difference in understanding of *Lai* (※); and this difference is even larger between persons of different ages. Because there exist mutual effects between residences and ages, we need to test further.

Below is the result of the independent samples test

which includes Levene's Test and T-test. In T-test we can see the sig. is .000 and .879 separately.

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	g. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LAI	Equal variances	.035	.851	-4.479	94	.000	-1.534	.342	-2.214	-.854
	Equal variances assumed			-4.494	93.497	.000	-1.534	.341	-2.212	-.856

a. AGE = 2

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	g. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
LAI	Equal variances	3.345	.070	-.152	113	.879	.93E-02	.321	-.686	.588
	Equal variances assumed			-.156	113.000	.876	.93E-02	.313	-.669	.572

a. AGE = 3

The tests' results indicate that Above-40s (age=2) from different residences have significant difference in understanding of *Lai* (来), and below-40s (age=3) do not.

Group Statistics

		AREA	N	Median	Std. Deviation	Std. Error Mean
LAI	0		51	9.737	1.716	.240
	1		45	11.271	1.627	.242

a. AGE = 2

From the table above, we find that the median of the northern Above-40s's ranges is below 10 while it is opposite for southern Above-40s, which indicates that the former think the median should smaller than the number-word before *Lai* (来) while the latter think in an opposite way.

5.2. Ji (几)

5.2.1 Preliminary findings

5.2.1.1 The investigated persons' understanding of the

ji(/L)'s number range

Table 4: Beijing

age \ range of values	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	6 (20%)	24 (80%)
People less than 40 years old	0 (0%)	3 (14%)	18 (86%)
Total	0 (0%)	9 (18%)	42 (82%)

Table 4 studies how the persons who were born and have lived for a long time in Beijing understand the number range of Number word + *Ji (/L)* + measure word (take *shi ji ge (+ /L 个)* for example). It seems that above 80% Beijingers (no matter below- 40s or above-40s) think the number of Number word + *Ji (/L)* + measure word is larger than the number-word before *Ji (/L)*.

Table 5: northern parts (includes Beijing)

age \ range of values	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	13 (25%)	38 (75%)
People less than 40 years old	0 (0%)	8 (13%)	56 (88%)
Total	0 (0%)	21 (18%)	94 (82%)

Table 5 studies how the persons who were born and have lived for a long time in northern parts understand the number range of Number word + *Ji (/L)* + measure word. We can see that most northern persons think in the same way with Beijingers

Table 6: southern parts

<div>range of valu es</div> <div>age</div>	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	6 (13%)	40 (87%)
People less than 40 years old	0 (0%)	10 (20%)	40 (80%)
Total	0 (0%)	16 (17%)	80 (83%)

Table 6 studies how the persons who were born and have lived for a long time in southern parts understand the number range of *Number word + Ji (/L) + measure word*. We can see that most southern persons also think in the same way with persons listed above.

5.2.1.2 Conclusion

From the preliminary statistics, we conclude below: different aged Beijingers from different residences basically have the same understanding of *Ji (/L)*, and most persons think the number indicated by *Number word + Ji (/L) + measure word* is larger than the number-word before *Ji (/L)*.

5.2.2 Significance tests of differences

We want to test if there is significant difference in the understandings of *Ji (/L)* between persons of different ages and different residence.

Below are the results of SPSS mean-square tests. The first one is the mean-square table. We can see that sig. of area is .073, while sig. of age is .057.

Tests of Between-Subjects Effects

Dependent Variable: JI

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	9.738 ^a	2	4.869	3.369	.036
Intercept	34890.237	1	34890.237	24140.75	.000
AREA	4.684	1	4.684	3.241	.073
AGE	5.299	1	5.299	3.666	.057
Error	300.619	208	1.445		
Total	35761.660	211			
Corrected Total	310.357	210			

a. R Squared = .031 (Adjusted R Squared = .022)

5.2.2.1 Conclusion

We can judge from the significance tests of differences that persons from different residences have no significant difference in understanding of *Ji (/L)*; and so is that between persons of different ages.

The median, Std.Deviation and N. are listed below.

Descriptive Statistics

Dependent Variable: JI

AREA	AGE	Median	Std. Deviation	N
0	2	12.576	1.346	51
	3	13.031	1.053	64
	Total	12.830	1.208	115
1	2	13.038	1.316	45
	3	13.194	1.122	51
	Total	13.121	1.213	96
Total	2	12.793	1.345	96
	3	13.103	1.082	115
	Total	12.962	1.216	211

5.3. Duo (多)

5.3.1 Preliminary findings

5.3.1.1 The investigated persons' understanding of the Duo (多)'s number range

Table 7: Beijing

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	2 (7%)	28 (93%)
People less than 40 years old	0 (0%)	0 (0%)	21 (100%)
Total	0 (0%)	2 (4%)	49 (96%)

Table 7 studies how the persons who were born and have lived for a long time in Beijing understand the number range of *Number word + Duo (多) + measure word* (take *十 Duo (多) 个* for example). Almost all the investigated Beijingers think the number indicated by *Number word + Duo (多) + measure word* is larger than the number-word before *Duo (多)*.

Table 8: northern parts (includes Beijing)

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	6 (12%)	45 (88%)
People less than 40 years old	0 (0%)	5 (8%)	59 (92%)
Total	0 (0%)	11 (10%)	104 (90%)

Table 8 studies how the persons who were born and have lived for a long time in northern parts understand the number range of *Number word + Duo (多) + measure word*. We can see that most northern persons think in the same way with Beijingers.

Table 9: southern parts

range of values age	Below 10	Around 10	Above 10
People more than 40 years old	0 (0%)	4 (9%)	42 (91%)
People less than 40 years old	0 (0%)	5 (10%)	45 (90%)
Total	0 (0%)	9 (9%)	87 (91%)

Table 9 studies how the persons who were born and have lived for a long time in southern parts understand the number range indicated by *Number word + Ji (几) + measure word*. We can see that most southern persons also think in the same way with persons listed above.

5.3.1.2 Conclusion

From the preliminary statistics, we conclude the following: different year-old Beijingers from different residences basically have the same understanding of *Duo (多)*, and most persons think the number indicated by *Number word + Duo (多) + measure word* is larger than the number-word before *Ji (几)*.

5.3.2 Significance tests of differences

We want to test if there is a significant difference in the understandings of *Duo (多)* between persons of different ages and from different residence.

Below are the results of SPSS mean-square tests. The first one is the mean-square table. We can see that sig. of area is .720, while sig. of age is .098.

Tests of Between-Subjects Effects

Dependent Variable: DUO

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4.817 ^a	2	2.409	1.465	.233
Intercept	36088.940	1	36088.940	21952.67	.000
AREA	.212	1	.212	.129	.720
AGE	4.552	1	4.552	2.769	.098
Error	341.940	208	1.644		
Total	37101.102	211			
Corrected Total	346.757	210			

a. R Squared = .014 (Adjusted R Squared = .004)

5.3.2.1 Conclusion

We can judge from the significance tests of differences that persons from different residences and different age groups have no significant difference in understanding of *Duo* (多).

The median, Std.Deviation and N. are listed below.

Descriptive Statistics

Dependent Variable: DUO

AREA	AGE	Median	Std. Deviation	N
0	2	13.014	1.518	51
	3	13.403	1.183	64
	Total	13.231	1.350	115
1	2	13.062	1.142	45
	3	13.245	1.270	51
	Total	13.159	1.209	96
Total	2	13.036	1.348	96
	3	13.333	1.220	115
	Total	13.198	1.285	211

Comparing with the median of *Ji* (几), we got the conclusion that the degree of consistency of the understanding and usage of *Duo* (多) of native speakers are higher.

5.4. The comparison of the expression form of three approximate numbers

We will test in this part that whether there are significant differences of native speakers' understanding of the

expression form of three approximate numbers .That is to say the range represented by *Lai* (米), *ji* (几), *duo* (多) in people's conception are approaching or distinct.

5.4.1 People more than 40 years old and less than 40 years old

Using repeated measurement variance to analyze, we found out that no matter how old the native speakers are, they hold the idea that there are significant differences towards three approximate numbers. Therefore, we use paired T test to make a further analysis.

The table below reflects the result analyzed by SPSS with statistics of people over 40 years old through paired T test. According to the table, we could find out the sig value of people over 40 years old about *Ji-Duo* (几多) and *Lai-Duo* (米多) is .000 and the sig value of *Ji-Duo* (几多) is .068.

Paired Samples Test ^a									
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	LAI - JI	-2.336	1.971	.201	-2.736	-1.937	-11.617	95	.000
Pair 2	LAI - DUO	-2.580	2.043	.208	-2.994	-2.166	-12.376	95	.000
Pair 3	JI - DUO	-.244	1.292	.132	-.506	1.806E-02	-1.848	95	.068

a. AGE = 2

The table below reflects the result analyzed by SPSS with statistics of people less than 40 years old through paired T test. According to the table, we could find out the sig value of people less than 40 years old about *Lai-Ji* (米几) and *Lai-Duo* (米多) are all .028.

Paired Samples Test ^a									
		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	LAI - JI	-1.205	1.670	.156	-1.514	-.897	-7.741	114	.000
Pair 2	LAI - DUO	-1.435	1.753	.163	-1.759	-1.111	-8.777	114	.000
Pair 3	JI - DUO	-.230	1.108	.103	-.434	2.50E-02	-2.223	114	.028

a. AGE = 3

For people over 40 years old, there are significant difference on understanding and using of *Lai-Ji* (米几) or *Lai-Duo* (米多). However, there is almost no difference on

understanding and using of *Ji-Duo* (几多) for people more than 40 years old.

For people less than 40, there are significant difference on understanding and using of *Lai-Ji* (来几), *Lai-Duo* (来多) and *Ji-Duo* (几多).

5.4.2 The southern and the northern

Analyzing with repeated measurement variance, we conclude that no matter if the native speakers are southerners or northerners, they have a significant distinction on three approximate numbers. Let's use paired T test to make a further analysis.

The table below reflects the result analyzed by SPSS with statistics of people less than 40 years old through paired T test. According to the table, we find out the sig. value of people less than 40 years old about *Lai-Ji* (来几) and *Lai-Duo* (来多) are .000. As for *Ji-Duo*, the sig. value is .001

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	LAI - JI	-1.902	2.048	.191	-2.280	-1.523	-9.958	114	.000
Pair 2	LAI - DUO	-2.303	2.166	.202	-2.703	-1.903	-11.401	114	.000
Pair 3	JI - DUO	-.401	1.204	.112	-.623	-.179	-3.572	114	.001

a. direct = north

The table below reflects the result analyzed by SPSS with statistics of people less than 40 years old through paired T test. According to the table, we could find out the sig. value of people less than 40 years old about *Lai-Ji* (来几) and *Lai-Duo* (来多) are .000. As for *Ji-Duo*, the sig. value is .744.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	LA1 - J1	-1.502	1.677	.171	-1.842	-1.162	-8.777	95	.000
Pair 2	LA1 - DUO	-1.541	1.623	.166	-1.869	-1.212	-9.300	95	.000
Pair 3	J1 - DUO	-3.85E-02	1.154	.118	-.272	.195	-.327	95	.744

a. direct = south

For northern people , there are significant

differences regarding the understanding and using of *Lai-Ji* (米儿), *Lai-Duo* (米多) and *Ji-Duo* (儿多); for people of the southern part, there are significant differences about the understanding and using of *Lai-Ji* (米儿), *Lai-Duo* (米多). As for *Ji-Duo* (儿多), there is almost no difference.

5.4.3 Conclusion

According to the comprehensive analysis of the results of 5.1 and 5.2

age area	People more than 40 years old	People less than 40 years old
Northern	Significant difference about <i>Lai-Ji</i> (米儿), <i>Lai-Duo</i> (米多) and <i>Ji-Duo</i> (儿多)	Significant difference about <i>Lai-Ji</i> (米儿), <i>Lai-Duo</i> (米多) and <i>Ji-Duo</i> (儿多)
Southern	Significant difference about <i>Lai-Ji</i> (米儿), <i>Lai-Duo</i> (米多); Almost no difference about <i>Ji-Duo</i> (儿多)	Significant difference about <i>Lai-Ji</i> (米儿), <i>Lai-Duo</i> (米多) and <i>Ji-Duo</i> (儿多)

In addition, according to the median in the table below, all of the native speakers' understanding has a common law: $Lai < Ji < Duo$

	Lai (来)	Ji (几)	Duo (多)
Northern	10.928	12.830	13.231
Southern	11.619	13.121	13.158
More than	10.456	12.793	13.036
Less than	11.898	13.103	13.333

6. The conclusion about approximate Lai (来), Ji (几), Duo(多)

6.1. Conclusion

(1) Lai (来)

Native speakers of different areas have different ideas towards Lai(来). For the native speakers of more than 40 years old, their understanding of Lai(来) is quite distinct: northern native speakers of more 40 years old think that number+ Lai (来) + measure word means the median should be less than the value which is in front of Lai (来), Northern native speakers of more 40 years old think that number+ Lai (来) + measure word means the median should be more than the value which is in front of Lai (来). Most of the northern and the southern who are less than 40 years old think that number+ Lai (来) + measure word means the median should be more than the value which is in front of Lai (来) 。

As the northern native speakers get younger and younger, the range of number+ Lai (来) + measure word will move from the number which is smaller than the value in front of Lai (来) to the number which is larger than the value in front of Lai(来). The southern native speakers of dissimilar ages all think that the median should be larger than the number in front of Lai (来).

(2) Ji (几) and Duo(多)

The Chinese native speakers of different ages or from different areas hold almost no different ideas on the understanding and using of *Ji* (几) and *Duo* (多). Most of them consider that

The value represented by the form of *number + Ji* (几)/*Duo* (多) + *measure word* is larger than the number in front of *Ji* (几) and *Duo* (多).

(3) Between Lai (来) Ji (几) and Duo (多)

The northern people think that three approximate expressive forms have exact difference; the southern people who are younger than 40 think the same as the northern people, but the southerners who are older than 40 think three approximate expressive forms have no differences.

6.2. Grand conclusion

The result of the investigation reflects that on one hand, for northern native speakers, as they become younger, the range of *number + Lai* (来) + *measure word* will move from the number which is smaller than the value in front of *Lai* (来) to the number which is larger than the value in front of *Lai* (来). The southern native speakers of dissimilar ages all think that the median should be larger than the number in front of *Lai* (来). On the other hand, although most of the native speakers of different ages or from different areas believe the value represented by the form of *number + Ji* (几)/*Duo* (多) + *measure word* is larger than the number in front of *Ji*/ *Duo*, there are approximately 10 percent of both southerners and northerners who believe that the value represented by the form of *number + Ji* (几)/*Duo* (多) + *measure word* is smaller than the number in front of *Ji* (几) and *Duo* (多).

Thus it can be seen the value in the range of *Lai* (来) moves to the larger value which is in front of *Lai* (来). However, the value in the range of *Ji* (几)/ *Duo* (多) moves to the smaller value which is in front of them. We can infer

that the phenomenon is the result which is simulated by three approximate number forms with both similar forms and usage.

In everyday life, the three approximate numbers' expressive forms will be more convergent for the mutual influence of the northern and southern dialects generated by the flowage of the population and the influence on youngsters because of the popularization of Putonghua.

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Problem of Learning through English by Urdu Medium Students

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Abstract

This study determines and reports on how ELT is conducted at the intermediate level in our homeland. It answers whether the syllabus taught has components which effect communicative skills of the learner. It investigates and answers if the teachers successfully transfer the expected knowledge in a most befitting manner. The survey method was adopted and the population of the study comprised of the students of intermediate level studying in Federal government colleges. A questionnaire was used for data collection.

Key terms/words: medium of instruction.

1. Introduction

English is an international language .It is spoken across the world both as a native and as a second or foreign language. It is the central medium of communication in the United States, the United Kingdom, Ireland, Canada, Australia, New Zealand, South Africa and numerous other countries.It is the official language of many nations in the commonwealth countries such as Bangladesh, India and Pakistan and they use it as a medium of instruction both at the school and college levels.

English is learnt because people have found out that knowledge of English is a passport for a better career, better pay, advanced knowledge, and for communication with the entire world. It is also learned for the literature it possesses, and for the variety and rich experience it provides. It has replaced French as the language of diplomacy. In this computer age, it is bound to expand its domains of use everywhere.Crystal (1995) says “most of the scientific technological and academic information in the world is expressed and communicated in English and over 80 % of all the information stored in electronic retrieval system is in English.”

2. Research question

What are the constraints or problems faced by learners in an ELT process by intermediate students?

3. Literature review

English language teaching in Pakistan (ELT) at the intermediate level does not produce desired results. Books prescribed for the level do not include needs of the learners. Moreover, there has been no change/modification /development brought in them during the last two decades. Rehman (2002) says “the text books at the higher secondary level had not been revised for nearly twenty years”. Although the textbooks are literature oriented, yet it is presumed by the authorities that the end product would automatically become well conversant with the language once he/she completed the course. At the intermediate level, the learner is handed over to the teachers who are normally

not trained with the teaching techniques. Prior to this level, the same learner was taught by educationally trained teachers i.e. M.A with B.Ed or M.Ed qualification under strict supervision within the school atmosphere.

In college, a learner is set free to study at his /her own will without much interference of the teacher. He/she might seek only guidelines from the teacher, which sometimes would prove insufficient for him/her. As a result, he/she would fall an easy prey to the habit of cramming by using study aids/notes easily available in the market, which might not provide him/her with relevant information for a particular question.

The basic aim of teaching a language is to inculcate the ability to communicate successfully. For this purpose, integration of four skills i.e. listening, reading, writing and speaking is compulsorily required. Since literature teaching is focused at this level, no interaction is involved practically in the classroom. Rather lecture method is preferred. This results in a lack of communicative ability of the learner. Hence, the study focuses on three different factors involved in the process of teaching/learning the English language i.e. the textbooks, the teacher and the learner as these elements are to contribute much in the development of communicative skills of the learners.

In Pakistan there are three different variables with regards to ELT. There are English medium schools, which focus on the English language. There are other institutions, which stress upon Urdu, laying comparatively less stress on English. There is yet another set of institutions which emphasize much the regional/provincial languages i.e. Sindhi, Pushto, and Bahravei. In such institutions, English is given minimum weightage for achieving certificates at the SSC level. Consequently, all the three categories of institutions serve as feeding institutions to the intermediate level. At this level, learners from different backgrounds as mentioned above, face different problems, as they have to switch over from various mediums of instruction to the English medium.

At HSSC level, various factors are involved with

special reference to ELT .Firstly, what is to be learnt (syllabus)? Secondly, who is to guide as a role model (teacher)? Thirdly where to learn (institution)? Fourthly what is the target (learner)? And lastly how the performance of the students is assessed (examinations)? In short, there is a requirement to see all these dimensions i.e. text, teacher and learner and their attitudes, teaching methodologies etc and evaluation in order to know if they were aligned with a well defined target or the learner is to fall into a quagmire after passing his /her intermediate level.

3.1 Language and its learning

Language is frequently used to refer to several forms of human activity. It focuses on the oral and written medium that enables the human beings to communicate with each other. Language is characterized as a system of arbitrary vocal symbols by means of which members of a society interact with one another. According to Chomsky (1988) “the learning of a language is an exclusive faculty of human beings and does not exist in any other species. Although, animals like monkeys, dolphins and some others can communicate through language; but they cannot use language as creatively as human beings. They can communicate only in a fixed way through the help of certain specific signals. The language faculty appears to be a property common to the species and unique to it in its essentials.”

In the words of Krashen and Terrell (1988) “language acquisition can only take place when a message, which is being transmitted, is understood i.e. when the focus is on what is being said rather than on the form of the message.” It can be said that language is best taught when it is used to transmit messages, not when it is explicitly taught for conscious learning.

3.2 Learning English as a second language

A second language is acquired after the acquisition of the first or native language is established .The term is frequently used to refer to the acquisition of a second language after a person has reached adulthood. However, he

has to put in extra effort to achieve the competence in learning a second language. It also refers to learning a foreign language. Lado (1964) says "Learning a second language is more than learning a description of it. It involves imitating, practicing, memorizing, listening, interpreting, reading, writing and speaking etc."

4. Methodology (Data collection and analysis)

The research is empirical. The population of the study comprised of the students of the intermediate level studying in federal government colleges. A questionnaire for the students was developed to collect first hand information regarding text books of English at the intermediate level, English language teaching methodology used by the teachers, the teaching style of the teachers and its impact on the development of communicative skills of the learners. Responses of research population were recorded with numerical values.

The data collected from the participants is presented below:

Table No.1 Causes of listening difficulty
N=100

Cause	Yes	No	X ² Calculated value	X ² Table value	Significance at 0.05 level
Strange sound system of the speaker	80 (80)	20 (20)	36.00	3.841	Significant
Difficult grammar structure	75 (75)	25 (25)	25.00	3.841	Significant
Strange stress	60	40	4.00	3.841	Significant

pattern	(60)	(40)			
Fast speaking speed	72 (72)	28 (28)	19.36	3.841	Significant
Broken sentences	64 (64)	36 (36)	7.84	3.841	Significant
Lack of vocabulary	78 (78)	22 (22)	31.36	3.841	Significant
Use of slang	81 (81)	19 (19)	38.44	3.841	Significant

Figures in parentheses denote percentage.

All the statements significant at 0.05 levels are considered to be true.

Table No.1 shows that the majority of students confirmed the cause of listening impairment. 80 % of them thought that the strange sound system of the speakers was one of the contributory factors of the above said impairment whereas 20 % of the students disapproved such proportion. 75 % of the students viewed that different grammar structures hindered the acquisition of listening skill whereas 25 % opposed the idea. 60 % against 40 % of them viewed that strange stress pattern was also one of the causes. 72 % thought that the speed of speaking also contributes towards the impairment of listening skills whereas 28 % did not agree to it. 64 % of the students considered broken sentences as one of the causes of listening difficulty whereas 36 % did not consider it as a cause. 78 % of the students confirmed lack of vocabulary was also one of the causes of the above said impairment whereas only 22 % showed their disagreement against the proposition. Last but not the least 81 % thought that the use of slang and colloquial forms by the speakers in real life situations does

contribute towards the listening difficulty whereas only 19 % of the respondents disagree.

Table No.2: Causes of reading difficulty
N=100

Cause	Yes	No	X ² Calculated value	X ² Tabl e value	Significanc e at 0.05 level
Loud reading	81 (81)	19 (19)	38.44	3.84 1	Significant
Slow moment of eyes on the text	75 (75)	25 (25)	25.00	3.84 1	Significant
Feeling hesitation in the class	66 (66)	34 (34)	10.24	3.84 1	Significant
Habit of reading slowly	72 (72)	28 (28)	19.36	3.84 1	Significant
Lack of vocabular y	69 (69)	31 (31)	14.44	3.84 1	Significant
Lengthy sentences	58 (58)	42 (42)	2.56	3.84 1	Non-Signif icant
Lack of knowledg e of grammar	70 (70)	30 (30)	16.00	3.84 1	Significant

rules					
Placing finger /pencil on the text	75 (75)	25 (25)	25.00	3.84 1	Significant

Figures in parentheses denote percentage.

All statements significant at 0.05 levels are considered to be true and statements that are non-significant at 0.05 levels are not true.

Table 2 explains clearly that 81 % of the responding students agreed that loud reading hindered their reading ability while 19 % opposed it. 75 % students confirmed that slow movement of the eyes on the text caused reading impairment while 25 % viewed against it. 66 % thought that they felt hesitation while reading in the class. 34 % forwarded their comments that it was not the case in their respect. 72 % believed that slow reading habit was one of the causes of reading difficulty whereas 28 % thought it otherwise. 69 % considered lack of relevant vocabulary as one of the contributory factors in reading impairment whereas 31 % viewed it otherwise. 58 % assumed that lengthy sentences hindered the reading comprehension whereas 42 % didn't consider it so. 70 % supposed lack of the knowledge of grammatical rules contributed towards the difficulty in reading comprehension whereas 30% viewed it otherwise. 75 % confirmed that they placed finger or pencil on the text while reading which impeded their reading comprehension whereas 25 % opposed it.

Table No.3: Causes of difficulty in spoken expression
N=100

Cause	Yes	No	X ² Calculated value	X ² Table value	Significance at 0.05 level
Feeling	68	32	12.96	3.84	Significant

of hesitation	(68)	(32)		1	
Feeling that other will laugh at them	60 (60)	40 (40)	4.00	3.84 1	Significant
Lack of knowledge of grammar rules	72 (72)	28 (28)	19.36	3.84 1	Significant
Lack of vocabulary	60 (60)	40 (40)	4.00	3.84 1	Significant
Slow translation process from mother tongue to English	63 (63)	37 (37)	6.76	3.84 1	Significant
Lack of confidence	72 (72)	28 (28)	19.36	3.84 1	Significant
Interference of mother tongue	77 (77)	23 (23)	29.16	3.84 1	Significant

Figures in parentheses denote percentage.

All the statements are significant at 0.05 level considered to be true.

The above table points out that 68 % of the responding students acceded to the truth that they felt hesitation while communicating in English. 32 % didn't have

that problem. 60% of the students suffered from the inhibition that the other students would laugh at them if they converse in English. 40 % of them did not have this problem. 72 % acknowledged that lack of grammar rules caused them not to speak. 28 % opposed it. 60% had the problem of the lack of vocabulary whereas 40 % viewed against this proposition. 63 % accepted the fact that they could not speak confidently due to slow translation of thought process from mother tongue to English whereas 37 % did not consider it a problem. 72 % of the students felt they would not speak in English due to lack of confidence but rest of the 28 % didn't consider it a cause. 77 % considered the interference of their mother tongue as a hurdle in spoken expression whereas 23 % replied negatively.

Table No.4: Causes of writing difficulty
N=100

Cause	Yes	No	X ² Calculate d value	X ² Table value	Significance at 0.05 level
Lack of confidence	60 (60)	40 (40)	4.00	3.841	Significant
Lack of knowledge of grammar rules	62 (62)	38 (38)	5.76	3.841	Significant
Writing wrong sentences	58 (58)	42 (42)	2.56	3.841	Non-Significant
Punctuation problem	55 (55)	45 (4)	1.00	3.841	Non-Significant
Slow translation	69 (69)	31 (31)	14.44	3.841	Significant

process from mother tongue					
Lack of vocabulary	56 (56)	44 (44)	1.44	3.841	Non-Significant
Speaking while writing	25 (25)	75 (75)	25.00	3.841	Significant

Figures in parentheses denote percentage.

All the statements are significant at 0.05 level considered to be true.

The above table shows that 60% of the responding students agreed that a lack of confidence hindered their writing ability while 40% opposed it. 62 % agreed that lack of the knowledge of grammar rules caused impairment of writing ability while 38 % viewed against it. 58 % thought that they felt fear of writing wrong sentences contributed to writing deficiency. 42 % didn't consider it such cause. 55 % considered lack of the knowledge of punctuation as one of the causes of writing difficulty. 45 % viewed otherwise. 69 % believed that slow translation process from the mother tongue was one of the causes of writing difficulty whereas 31 % thought it otherwise. 56 % considered lack of relevant vocabulary as one of the contributory factors in writing impairment whereas 44 % viewed it otherwise. 25 % assumed the habit of speaking while writing caused the writing difficulty whereas 75 % didn't consider it so.

Table No 5: Test of memory
N=100

Examinations are test of memory												
SA	% age	A	% age	U NC	% age	DA	% age	SDA	% age	X ²	X ² at .05	M ea n
40	4	2	2	2	2	28	28	5	5	5	9.4	3.

	0	5	5							1	88	7
										9		

Significant

df= 4

Table 5 indicates that the calculated value of X^2 is 51.9, which is greater than table value at level 0.05, it means that the majority confirm that examination are test of memory.

The above table unveils that 65 % of the respondents confirmed that it was a test of memory only. 2 % could not decide whereas 33 % considered it otherwise. Mean score was 3.7

Table No.6: Neglecting speaking, listening and reading skills

N=100

Reading/speaking/Listening skills are ignored											
S	%	A	%	UNC	%	D	%	SDA	%	X^2	X^2
A	age		age		age	A	age		age		at .05
40	40	15	15	15	15	20	20	10	10	27.5	9.488

Significant

df= 4

Table 6 indicates that the calculated value of X^2 is 27.9, which is greater than table value at level 0.05; it means that the majority confirm that reading/speaking listening skills are ignored.

5. Findings

- The students considered that the listening skill remained under developed, as they were not exposed to the native accent through any audio visual facility. English was not used in their society or at home. So the students only listened to their teachers.
- The students expressed that reading skill did not develop to the desired level. As their pronunciation was not good they

felt shy while reading in the class.

c. Most of the students confirmed their inability to write on new topic. Creative writing remained undeveloped.

d. Students confirmed that the final examination tested only writing skills of the learner. It was a test of the memory rather than the language used. The students showed their dissatisfaction on it.

e. Majority of the student admitted that they felt hesitation while reading in the class room.

6. Recommendations

a. Efforts should be made to allocate equal importance to all communicative skills in the syllabus selected for the intermediate level.

b. Speaking speed of the natives hinders listening comprehension of the learners as a translation process from mother tongue to English or English to mother tongue is very slow. This difficulty can be overcome by giving maximum exposure to the non native speakers of the native speakers.

c. Students should be told clearly by the teachers not to read aloud or put pen, pencil or finger on the text as these cause slow speed of reading.

d. Students should be encouraged to talk and take part in various role-playing activities in the classroom.

e. Students should be encouraged to discuss their viewpoint in English class freely.

f. English teachers should always talk in English to their learner inside or outside the classroom.

g. Students should be made aware that non-natives have problems of incorrect pronunciation. Further to this, pronunciation error should be corrected very politely.

h. Students should be made conscious of the detrimental habit of speaking while writing. It should be curbed as early as possible. It has its detrimental effects on writing and other communicative abilities.

h. Fear of committing error should be annihilated by providing maximum chances to the students of all the four skills in the classroom.

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Phonetic Mood of English, Direct Method and GTM

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Abstract

The present research is an attempt to prove that any language, especially a foreign language like English, cannot be learned by ignoring its phonological aspect. Each language is composed of sounds. They are called phonemes. Only through these sounds can one get to know the exact pronunciation of the words of that language, especially when the language is phonetically deceptive (like English). In English, there is an antipodal difference between the orthographic and phonetic pronunciations of various words. The researchers are also of the view that teaching phonology of a language through the Grammar Translation Method (GTM) is almost impossible. If a teacher wants to teach his students the pronunciation of any language, he should focus on the phonological aspect of it instead of paying too much attention to its orthography which may give them the knowledge of the language but not the communicative competence which is possible only if the very language is taught in the target language.

Key words/terms: Grammar Translation Method; phonetics

1. Introduction

Each language has its own phonological behaviour, rules and patterns. Phonology plays a very important role in the learning of an L₂ as it provides a method of pronouncing the words of that language accurately. Phonology makes use of particular symbols, whose detailed charts and diagrams have been provided by IPA (International Phonetic Association), which help the learner pronounce words of a language correctly. Each symbol stands for one and only one sound, called a phoneme.

Ignoring phonology of a language means ignoring its verbal aspect; speech is more significant and communicative than writing. It is primary as writing comes at a later stage naturally. Writing in fact is an outcome of speech. If we observe the linguistic development of a child, we will come to realize that he learns speech prior to writing. Thus, in order to capture the essence of a language, its soul, it is extremely important to learn its phonology. Any native speaker of a language unconsciously acquires the phonological rules and behaviour of his mother tongue but a foreign learner of that language has to make a conscious effort to learn those rules systematically.

English as mentioned before is a very deceptive language phonologically, therefore, a different and special mode of teaching is required to teach it because the learning of English is not possible if its phonological aspect is ignored. As far as the English language teaching in Pakistan is concerned, it is done through the Grammar Translation Method (GTM) in most educational institutions which ignores phonological aspect that results in poor linguistic performance of English on the part of most Pakistani learners even after having done their Graduation.

Although pedagogic trends are changing now, especially in the private sector, yet the Grammar Translation Method is in use in various public sector institutions. The main problem is that in such institutions English is not taught as a language but as a subject that has to be completed and if possible revised within the academic year. So, in order to meet the challenge, teachers adopt the Grammar

Translation Method.

2. Hypothesis

Direct Method should be used in teaching/learning English pronunciation to Pakistani learners.

3. Literature review

Phonology is a branch of linguistics that deals with the human speech sounds of a language. The main focus of phonology is on the organization of sounds in the phonological system of a language. Such an organization of sounds leads to the production of meaningful words in that language. For example, /s/, /e/ and /t/ sounds are the part of English sound inventory and become semantically valid if they are placed in a particular sequence, i.e. 'set'. If we try to change this sequence into some other sequences, we will not be able to get any meanings out of those in English, though these sequences might be semantically valid in some other language. This specific arrangement of sounds is referred to as phonotactics.

So, the phonotactic rules allow particular phonemic sequences in a language and disallow others, following the phonological mood of the language.

The English that is being taught in Pakistan is mainly the RP (Received Pronunciation) version. It has its own peculiarities. It is a non-rhotic variety of English: the / r / sound are conditionally pronounced in this dialect of English. The rules that monitor the articulation of the / r / sound, in a word or phrase in RP, are given in the following lines:

- a- The / r / sound is always pronounced initially in RP.
- b- Medially, it is dropped if followed by a consonant sound, e.g. 'heart' / ha: t /. It is however pronounced if followed by a vowel sound, e.g. 'credit' / kredit /.
- c- It is always dropped finally, e.g. 'car' / ka: / and 'father' / fa: ðə /. But if the next word begins with a vowel sound, /r/ sound will be pronounced, e.g.

'The car is parked' / ðə ka: r iz pa: kt /. This phenomenon is called linking.

Linking is a term used in phonology to refer to a sound which is introduced between linguistic units, usually for the ease of pronunciation.

Keeping in mind all such complexities and phonological tricks of English, one might instantaneously claim that the Grammar Translation Method is a failure as far as the teaching of the spoken aspect of English is concerned and that there must be a method of teaching through which a language could be taught as a language not as a subject, and that would give proper consideration to the phonological behaviour of the target language.

The Grammar Translation Method is a partially flawed method of teaching and has been abandoned by many educational institutions. It is partially flawed because it mainly focuses on writing and translation, and to some extent reading. So, it generally makes learners lexically, syntactically and grammatically reasonably strong. The researchers as teachers of English as a second language can claim safely that such learners improve their written expression but hardly become good speakers of the target language. They feel hesitant and lose confidence if asked to vocalize their feelings in the target language. Furthermore, their pronunciation grows more orthographic than phonetic. They follow spellings rather than sounds and thus often commit phonological mistakes. In order to speak a target language in a better way, one must learn how to pronounce its words. In case of English one has to be even more careful because English is not as phonetic a language as some other languages like German, are because there is no one to one correspondence between its sounds and letters. So, a better method is needed to cope with the problem. It is but the Direct Method.

The direct method is a method of foreign or second language teaching where only the target language is used, meaning is associated between the word/term and the concept signified with the help of actions objects, mimes, gestures, and situation. Moreover grammar is taught

inductively and reading and writing come after speaking.

The direct method, developed in the late 19th century as a reaction against the Grammar Translation Method teaches a foreign tongue in a better and more natural way. It gives proper consideration to the spoken aspect of the target language besides paying attention to listening, reading and writing. Its main focus is on the 'performance' (the execution of the language) than on 'competence' (the knowledge of the language). Through the direct method, a language is not taught merely as a subject, it is rather coped with as a language. This method gives more importance to the functional needs of the learners in the target language. It makes them verbalize their feelings in the language being learnt. Where the main focus of the Grammar Translation Method is on grammar, translation, reading and writing, the direct method attends to the oral needs of the learners. The role of mother tongue or L₁ is almost completely reduced in the direct method. For example, an item of vocabulary or an idiomatic expression, through this method, will not be taught by providing the learners with an equivalent form from their L₁. The concept of learners will, rather, be cleared by using that word or idiom in a particular context. That's why the teaching of a foreign language through the direct method is basically more contextual and less textual.

Luckily, changing trends in ELT have been improving the standard of the learning / teaching of English in the country for some years. Now the verbal aspect of it is also receiving some attention. Some institutions have started teaching phonology due to which the learners are getting benefited a great deal. The learners in such institutions are first of all taught the phonemes of the target language that is followed by some rules of pronunciation. Finally, they are given a great deal of both written and verbal practice. During our ten –year- teaching period, we have observed that many English language teachers in Pakistan now realize that they must improve themselves phonologically in order to cope with the rapid changes occurring in the teaching learning scenario in the country. For many of them it is a 'swim or sink' situation now. And it is in fact so because it has been observed by the researchers themselves that in the National

University of Modern Languages, there is a few students in each session whose pronunciation is far better than many traditional ELT teachers any where, especially in government schools and colleges. In such a situation a teacher with flawed pronunciation cannot survive. So, he has to 'love or leave' the profession. Naturally this approach is beneficial for the students of English also.

4. Research methodology

This research is an analysis of the corpus selected randomly from different sources: books, Oxford Advanced Learner's and BBC dictionaries, personal observation etc. It was followed by the comparative study to justify the statement of the problem that GTM was ineffective to teach English pronunciation and also the researchers' hypothesis: Direct Method should be used in teaching/learning English pronunciation.

The research is qualitative in nature.

5. Data analysis and findings

Urdu and English are two distinct languages phonologically, so are their phonetic behaviours. Urdu pronunciation is more orthographic than that of English and is naturally more reliable even for its foreign learners. As Pakistani learners are used to the orthographic nature of the Urdu language and they do not face many problems while learning the other eastern languages such as Arabic, Persian, and Pushto and Sindhi, they apply the same formula to English words as well. As a result, they mispronounce most of the words and in some cases they tend to pronounce even those sounds which should be silent, which cause an intelligibility problem. Unfortunately, this trend has been going on since long. Even teachers do not realize the fact that each language has its own phonological mood which has to be studied and taught systematically and that the language cannot be taught at the expense of its phonology

Many of the English letters have more than one sound value. Some have as many as seven or even eight. For example, the first letter of the English alphabet, i.e. "a", gives a phonologically distinct sound in each word in the

following:

father /a:/ ago /ə/ tall /ɔ:/
 hat /æ/
 vary /eə/ orange /i/ nation /ei/ any
 /e/.

Apart from the sound values of individual letters, there are combinations of letters used to produce different sounds. They have their own sound values, e.g. 'ea' combination gives phonologically seven distinct sounds in the following words:-

heat / i: / head / e / heart / a: / earth /
 ɜ: /
 fear / iə / great / ei / tear / eə /

Similarly 'oo' will be pronounced quite differently in the following words:

Flood / ʌ / foot / ʊ / fool / u: / poor / ʊə /.

Another complicated combination of letters in English is 'ough'. Problems which this

Combination can cause for a foreign learner of English can be observed in the following poem (being reproduced here) by Charles Hattell.

o-u-g-h

I'm told p-l-o-u-g-h
 Shall be pronounced 'plow'
 "That's easy, now I know," say I,
 "My English I'll get through."
 My teacher says, "But in that case, o-u-g-h is 'oo'."
 so then I laugh and say to him,
 "This English makes me cough,"
 He says, "not coo, for in that word,
 o-u-g-h is 'off'."

“Oh, no!” I say, “such varied sounds
 Of words make me hiccough.”
 He says, “Again my friend, you’re wrong:
 o-u-g-h is ‘up’
 In hiccough.” Then I cry, “No more.
 You make my throat feel rough.”
 “No, no!” he cries, “you’re wrong there too:
 o-u-g-h is ‘uff’.”
 I say, “I try to speak your words;
 I can’t pronounce them, though.”
 “In time you’ll learn, but now you’re wrong:
 o-u-g-h is ‘owe’.”
 “I’ll try no more, I shall go mad,
 I’ll drown me in this lough.”
 “Before you drown yourself,” said he,
 “o-u-g-h is ‘okh’.”
 He taught no more! I held him fast
 And killed him with a rough.

(Taken from Charles Hattell Loomis, American humorist)

Note: Space of the poem has been reduced. The researchers cannot eliminate the whole poem since it is very relevant to the topic.

Apart from vocalic sound values, there are also consonantal sound values that pose the similar problems for the learners. For example, letters ‘c’, ‘g’ and ‘s’ have two, three and four sound values respectively. Similarly the combinations ‘th’ and ‘ch’ have three each.

Now, if we look at the sound- vs- letter-phenomenon from the point of view of the spelling pattern of English, we will come across more complications. Although it is the ‘sh’ combination that is mostly used to represent /ʃ/ sound in the

English words, a foreign learner might get terrified to look at a number of spellings (given below) exploited to produce the same sound:

sugar issue nation tension
 charade

shop racial mission conscience
 negotiation

schist spacious palatial spielconscientious sexual

conscious suspicion

Note: The researchers relied upon the Oxford Advanced Learner's Dictionary, being used by various educational institutions in Pakistan.

It will not be wrong to claim that no language can be properly learned / taught though any such method in which attention to its phonological rules is not paid properly. And in case of the language like English, which does not provide one with proper orthographic guidance, the situation gets even more complicated. Language learning is not confined to the learning of a few rules of grammar and morphology since the basic purpose of using language is communication, which is fundamentally oral not written. As far as the GTM is concerned, it ignores the oral aspect of the target language. On the other hand, the Direct Method focuses on the functional demands of the target language which cannot be fulfilled by ignoring its phonology. Especially in Pakistan GTM has not been a successful method for teaching English as a language. Despite the bleak linguistic landscape in the country, both the syllabi and the policy makers are not doing much practically to improve the situation.

6. Conclusion

The phonological problems of a language cannot be solved through the Grammar Translation Method. It is only through the direct method that the phonological needs of a learner can be fulfilled since this method lays stress on speaking and listening prior to reading and writing. Learners learning a target language through this method receive the

major part of their linguistic input aurally. They themselves drill and practice the target language a great deal. There are plenty of activities that can be exploited through this method. In a very short span of time, learners shake off their hesitation and start participating in the classroom activities very enthusiastically. They get to know the correct pronunciation of various words every day through their teacher as well as through the native model by listening to the cassette or watching a movie (although these gadgets are basically used in the audio-lingual method, yet they can be exploited in the direct method). Hence, with the passage of time they grow phonologically mature where they can distinguish between the correct and the incorrect versions of a word.

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Appropriating Linguistic Strategies in Bapsi Sidhwa's *Ice-Candy-Man*

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Abstract

In a contact zone situation, where two or more languages and cultures intersect or interface there is bound to be linguistic and cultural intervention. Such is the situation with Pakistani creative English literature, where distinctive and variant geo-linguistic and socio-cultural counter discursive norms are installed in the inherited colonial language. This paper is based primarily on Bapsi Sidhwa's *Ice-Candy-Man* and attempts to investigate how the author herself and like other postcolonial writers particularly from the subcontinent have appropriated and reconstituted the Standard English Language in their narratives through some appropriating linguistic strategies like neologism (coinage of loan words and loan blends), transliteration, untranslated words, code switching/ code mixing, glossing and translation equivalents.

Key words: neologism; transliteration; glossing

1. Introduction

To date, in addition to short stories and critical essays, Bapsi Sidhwa has published four novels: *The Crow Eaters* (1978); *The Bride* (1982); *Ice-Candy-Man* (1988); *An American Brat* (1993). Although, nativization and reconstruction of the Standard English Language on the linguistic pattern of mother tongue cuts across Sidhwa's novels, nonetheless, my analysis of her nativization and innovative linguistic strategies will be confined to her novel, *Ice-Candy-Man* (1988). Based primarily on the examples from this novel, this paper attempts to explore how Sidhwa has appropriated and reconstituted the English language through appropriating linguistic strategies which includes neology, transliteration, untranslated words, glossing, code switching and translation equivalents.

To many literary critics of Pakistani English literature, Sidhwa is the most eminent and celebrated Pakistani novelist. For instance, her novel *Ice-Candy-Man* has been hailed as a pioneering English novel and attracted wide readership across the continents. Similarly, her earlier fictions have evoked postmodern trends/ characteristics in the new English literatures of the subcontinent. Before, the publications of her works, Pakistani writing in English was a category that was almost non-existent in the metropolitan centers of putative aesthetics norms and coded referentiality. Likewise, her induction of innovative linguistic strategies (like neology, transliteration, untranslated words, glossing, code-switching, and code-mixing and translation equivalents) in her works has set new linguistic usages and literary trends in the creative English literature of Pakistan and India. Her induction of inventive linguistic practices in her works have also contested and negotiated the authenticity, originality, universality and purity of the Standard English language and its discursive practices. Moreover, her fictions have also foregrounded the postcolonial concerns like partition, language, place, hybridity, ethnicity and separate identity in the context of her complex colonized experiences.

This study will be very useful for highlighting and pinpointing the identity crisis, linguistic dilemma and

cultural syncreticity in the context of postcolonial Pakistan. It will also very effective for the bilingual/multilingual teachers of the subcontinent to revisit and reinterpret the colonial discourse and its discursive practices embedded in the Standard English language and its discursive practices.

2. Hypothesis

Standard English is a myth.

3. Literature review

Like Anglophone Africa, there are two major literary camps in Pakistan and India also, who are arguing for or against the imposition of the Standard English language and its discursive practices. For instance, in Anglophone Western Africa, Ngugi and like are campaigning against the colonial language as it carries the western cultural norms which covertly or overtly denigrate the indigenous linguistic and cultural norms. Alternatively, the novelists like Achebe, Soyinka and Gabriel Okara re-appropriated and reconstituted the imposed colonial language to carry the weight of linguistic hybridity and variant culture in the context of post-independent and postcolonial Western Africa. Similarly, Pakistani creative English writers like Anglophone African novelists are also reconstructing and indigenizing the imposed language as the alternative instrument to carry the burden of their colonized experiences in the non-western settings of Pakistan. They are also employing it in their narratives as a convenient and trustworthy instrument for cross-culturality, ethnography, neutralization and wider communication across the continent. The diaspora of Pakistani creative English writers like Zulfiqar Ghose, Mohsin Hamid, Hanif Kureishi, and Sara Suleri have also used the appropriated colonial language in their writings to install richness repertoire of their mother tongues as well as to demonstrate difference, separateness, resistance and cultural distinctiveness from the privileged metropolitan centre. Sidhwa is one of the most distinctive writers of this latter camp who has not only subverted the Standard English normative practices but also simultaneously appropriated and reconstituted the inherited language on the linguistic pattern of her mother tongues to foreground her peculiar

linguistic, socio-cultural and geo-political lived experiences in the local settings of the subcontinent.

Although the inherited colonial language has become a de facto language of our commerce, judiciary, parliamentary and administrative set up, yet the theoretical debate to switch over to Urdu as a medium of instruction is still irresolvable and irreducible in terms of the complex experiences of the postcolonial Pakistan. The place and status of English in the context of geo-linguistic and politico-cultural experiences of Pakistan has also been extensively discussed (Tariq Rahman:1991;Anjum Riyazul Haq:1993;Robert J. Baumgardener: 1993;Muneeza Shamsie:1999).Hence, this study implies that with the prevalence and diffusion of such nativizing strategies as well as Pakistanization of English demonstrated in the Pakistani postcolonial writers' texts and the advocacy to switch over to the Urdu language would be like turning reverse the hands of the clock.

Henceforth, the researcher considers it appropriate at this stage to describe the concept of appropriation as it is the primary motif of this paper.

3.1 Concept of appropriation

Eric Gans traces the origin of appropriation and linguistic sign in terms of Generative Anthropology that the 'aborted gesture of appropriation becomes the originary sign.' According to him the 'mimetic triangle' contains all the elements necessary for the emergence of sign, language as foundation of the human community must have arisen in a 'collective event' when mimetic tension is intensified by the multiplicity of the participant...thus the emission of the first sign is the founding event of the human community. He further postulates that 'all culture is scenic' in the sense of evoking the tension between the 'desiring periphery and desired centre of a collective scene...' (1999).In a similar vein Michel Foucault in the essay Nietzsche, Genealogy, History, contends that the entire western historical (theological or rationalistic) tradition emphasizes on dissolving the singular event into an ideal continuity- as teleological movement. Consequently 'an event is not a

treaty, a reign, or a battle but the reversal of a relationship of forces, the usurpation of power, the appropriation of vocabulary turned against those who had once used it, a feeble domination that poison itself as it grows lax, the entry of masked other,'(cited in Bouchard et al:1997).

Consequently, in the context of such appropriating conceptual perspective, the postcolonial creative English writers of the invaded colonies (like Pakistan, India, South East Asia, Western Africa and West Indies) and partly in settler colonies (like Australia, New Zealand and Canada) appropriated and reconstituted the inherited colonial language to carry the load of their cultural syncretism and linguistic hybridization. Henceforth, the study explores subversion, appropriation and reconstitution of the colonial language by the creative English writers in the context of their non-western settings of South Asia and Western Africa.

3.2 Subversion of the English language

The colonial language and its discursive practices were introduced to disseminate the western dominant ideologies parallel with the consolidation of imperial rule in the subcontinent. The constant persistence and imposition of the dominant English language entailed the appropriation and reconstruction of it on the linguistic and grammatical structures of the indigenous languages in the local settings of the subcontinent. The inventive linguistic and textual strategies inducted by the creative Indian and Pakistani novelists denote subversion of the dominant English language and its normative practices. Bapsi Sidhwa like many other creative English writers abrogated the standard normative practices by installing the inventive linguistic practices in her novel *Ice-Candy-Man*. During the process of abrogation, simultaneously the colonial language and its discursive practices are appropriated by the creative English writers Pakistan and India to carry the weight of colonized experiences and variant cultures.

3.3 Appropriation of the colonial language

P.L Ha (2005), a university lecturer and researcher in Vietnam and Australia, contends that she agrees with

Widdowson's views that a language in use cannot be regulated beyond a certain degree. It is bound to be appropriated. She also adds that the notion of appropriation not only denotes resistance and reconstitution but also simultaneously facilitates the appropriated language (English) 'to serve global citizens and would not take their sense of belonging as well,' (2005). In a similar context, Ashcroft also cites from *The Empire Writes Back* that the strategies by which a language is appropriated and transformed are extremely varied. Apart from direct glossing in the texts either by explanation or parenthetical insertions, such innovative devices include 'syntactic fusion, in which English prose is structured according to the syntactic principles of the first language; neologism, new lexical forms in English which are informed by the semantic and morphological exigencies of the mother tongues; the direct inclusion of untranslated lexical items in the text; ethno-rhythmic prose which constructs an English discourse according to the rhythm and texture of first language; and the transcription of dialect and language variants of many different kinds, whether they come from diglossic, poly-dialectal or monolingual speaking communities,' (2001). Consequently, in view of such appropriating linguistic and textual strategies, Bapsi Sidhwa like many other postcolonial novelists of Pakistan and India appropriated, remoulded and bent the inherited language to carry the burden of linguistic hybridity and cultural syncreticity in the non-native settings of India and Pakistan. Henceforth, the appropriating strategies inducted by the creative English writers of the South Asia and Anglophone Africa are reviewed and explored in the context of postcolonial counter discursive practices and appropriating strategies. I will also attempt to explore that her innovative linguistic practices demonstrated in her text are as much authentic and valid as are of the standard linguistic norms of the metropolitan centre.

The creative English writers of the subcontinent like Anglophone African novelists not only abrogated the colonial language but also appropriated and reconstructed it on the linguistic patterns of their mother tongues in the

context of their multi-ethnic, multi-racial and multi-linguistic settings. Ashcroft et al posits that 'the abrogation is refusal of the categories of the imperial culture, its aesthetic, its illusory standard of normative or correct usage and its assumption of the traditional meaning inscribed in the words...where as appropriation is the process by which the language is taken and made to bear the burden of one's cultural experience, or as Raja Rao puts it to convey in language that is not one's own the spirit that is one's own. Language is adopted as a tool and utilized in various ways to express widely differing cultural experiences' (1989). In a similar vein Ashcroft et al further defines that 'appropriation may describe acts of usurpation in various cultural domains, but the most potent are the domains of language and textuality. In these areas, the dominant language and its discursive forms are appropriated to express widely differing cultural experiences and to interpolate these experiences into the dominant modes of representation to reach the widest possible audience' (2004).

In the context of such innovative and appropriating linguistic practices, the creative English writers from the subcontinent and the Anglophone Africa reconstituted the colonial language on the syntactical, morphological, phonological and lexical structures of their indigenous languages to foreground

Bamiro (2006) contends in Anglophone African perspective that Achebe's 'lexico-semantic relexification and appropriation in *Anthills* take the modes of semantic shift, analogical creation, and coinage and translation equivalence.' According to Bamiro, through the process of semantic shift, Achebe appropriates extant English words and imbues them with new meaning in consonance with the Nigerian cultural context as in the following example:

'But since my wife here is troubled, let us agree with her and do as she says.'

'...my wife came to me...'

Here the text emphasizes the kinship terms such as mother, father, brother, sister, wife, and cousin characterized

by semantic widening; that its use in Nigeria and most of Africa, such kinship indicates a wider semantic area than in British and American English. (2006).Bamiro further says regarding the appropriation and reconstruction of the colonial language, 'I feel that the English language be able to carry the weight of my African experience. But it will have to be new English, still in full communion with its ancestral home but altered to suit new African experiences,'(2006). Consequently, Achebe and many other Western African writers like Soyinka and Gabriel Okra's innovative linguistic strategies of code switching, code mixing, linguistic hybridization and Africanization of English in the geolinguistic settings of Anglophone Africa suggest a close analogy to the appropriating linguistic and textual strategies inducted by Sidhwa in her novel *Ice-Candy-Man*. It also implies that the presumptive Received English codes and its discursive norms are inadequate to address the separate identity, linguistic plurality and cultural syncreticity of African postcolonial societies. Henceforth, the researcher describes the postcolonial discourse theory as the framework to analyze and interpret the selected and identified categories of appropriating strategies from Sidhwa's novel.

4. Methodology

(Postcolonial Discourse Theory as a Conceptual Framework)

The researcher has chosen the Postcolonial Discourse Theory and appropriation as the theoretical framework to analyze and interpret the selected and identified appropriating linguistic and textual strategies from her novel *Ice-Candy-Man*. The western critical and theoretical approaches since 1920s onwards have been inadequate to address the socio-linguistic and cultural peculiarities, metonymic gaps, silence, and absence in the context of multifaceted colonized experiences of Pakistan. Likewise, the researcher has found that although, in the earlier phase of postcolonial theoretical approaches denote the deconstruction and decolonization of the western norms of epistemology, ontology and teleology yet these might have as well subtly underpin the privileged Euro-centric codes or culminate at simple binary opposition. The

postcolonial theory in its earlier stages stressed on the 'anti-humanistic' practices (Foucaultian or French Marxist) but in the recent times (since 1990 onward) it emphasizes the 'revisionist practices' that is the difference but with sameness unlike complete sameness or complete difference. The revisionist approach focuses on plurality, differentiability and hybridity unlike totalizing discourse of sameness.

I will attempt to investigate in this paper the appropriating linguistic practices induced by Sidhwa's in her novel (*Ice-Candy Man*) and the emergence of nativization or Pakistanization of English in the context of her local settings of the Pakistan. This study will be very useful for highlighting and pinpointing the identity crisis, linguistic dilemma and cultural syncreticity in the context of postcolonial Pakistan. It will also be very effective for the bilingual/multilingual teachers of the subcontinent to revisit and reinterpret the colonial discourse and its discursive practices embedded in the Standard English language and its discursive practices.

The researcher has identified and selected the text from the novel *Ice-Candy-Man* to analyse the appropriating linguistic and textual strategies induced by Sidhwa in the socio-linguistic, geo-political, ethnographic and variant cultural perspective of Pakistan and India. The researcher has also identified and selected the innovative linguistic strategies like neologism (coinage of new words, compounds and phrases), transliteration (to write words and phrases by using letters of different alphabet or language), un-translated words, code-mixing or code-switching, glossing (to explain difficult word or phrase within parenthesis or without parenthesis) and literal translation. Henceforth, such innovative linguistic and textual strategies induced by Sidhwa in her novel are described and analyzed

5. Analysis and findings

'The English...language, rich also in literature, is no longer the monopoly of the British we, the ex-colonized, have subjugated the language, beaten it on its heads and made it ours! Let the English chafe and fret and fume. The fact remains that in adapting English to our use, in

hammering it sometimes on its heads, and in sometimes twisting its tails, we have given it a new shape, substance, and dimension.’ (Sidhwa :1993) In a similar context Baumgardner, R.J adds that ‘the borrowing and subsequent grammaticalization of borrowed items is the natural consequence of language contact situation, and in this respect the english of Pakistan has been enriched by the multi- cultural, multi-ethnic and multi-linguistic context in which it is used.’ (1993)

Henceforth, in view of such concepts, Sidhwa’s appropriating strategies like neologism, transliteration, untranslated words, code-switching, translation equivalents and glossing inducted in her novel *Ice-Candy-Man* are sequentially analyzed and interpreted as below. In the following instances from her novel, neologism or coinage not only incorporate English words to a postcolonial Pakistani reality but also enables the writer to widen the contextual usefulness of English:

- (1) “She sends her...*Mini-Aunty*” (pp-8)
- (2) “My *electric-aunt* is a resourceful widow addicted to quick decisions...” (pp-21)
- (3) “Bharucha ...it is no longer just struggle for Home Rule...who is going to rule once we get *Sawaraj*.”... (pp-36)
- (4) ‘Nehru... with lion share...it smelling like the *Queen-of-the Kotha*’! (pp-131).
- (5) Its strange The English Sarkar can’t seem to do any thing about it’... (pp-55).

In these instances Sidhwa like other Pakistani and Indian creative writers invented or coined new words or word groups to install a concrete lived experience and variant culture in the context of the bloody partition of the subcontinent. Likewise, English forms and discursive norms are adopted to accommodate new realities and socio-political norms in the context of the geolinguistic environment of the subcontinent. In these examples, Sidhwa’s innovative neologisms not only incorporate English words to the sub

continental lived reality but also enable the novelist to widen the contextual suitability of English. Similarly, in examples 1, 2 and 4, the writer employs innovative collocations from the already available English words and from source languages to install alterity, difference and variant cultural experiences in the local settings of the subcontinent.

Sidhwa also uses the processes of transliteration/relexification and appropriation in *Ice-Candy-Man* to inscribe Pakistani/Indian meaning and politico-social values into extant English words. English vocabulary and syntax are manipulated by Sidhwa to produce and shift meaning beyond the solely denotative reference of the words, thus conveying a wide range of political, cultural and social lived experiences in the context of postcolonial Pakistan and India. In the following examples, Sidhwa applied innovative linguistic strategy of transliteration to carry a different kind of experience and to convey a different kind of sensibility and sentimentality in the context of the gruesome partition of the subcontinent. Consequently, her counter discursive strategies also subvert the dominant linguistic codes of the colonial language.

(6) *Ice-Candy-Man*...a birdman. 'I break your neck, you naughty birds! You do too much *chi chi*! What will the good *memsahibs* think? (pp-25)

(7) *Gandhijee* visits Lahore...I almost thought he was a mystic figure... (pp-85)

(8) 'Oye! You! Recite the Kalama', someone says the youth. '*La Ilaha IllaAllah, Mohammad ur Rasulullah*'. (pp-181)

In examples 6, 7 and 8, Sidhwa resorts to rendering the words, sentiments, eccentricities and behaviour mode of her characters in a form of English that contains a lot of mother tongue's intervention. Likewise, in order to demonstrate the original flavour, rhythms, cadences and idiomatic validity of her sentences and words, Sidhwa like other postcolonial writers of Pakistan and India frequently resorts to transliteration rather than translation. Moreover, in the above transliterated words and phrases inducted by the writer in the novel install difference, alterity and a radical

sense of otherness from the metropolitan centre of putative coded referentiality. She bends the inherited dominant language to carry the load of her political, social and cultural lived experiences as the colonial language was inadequate in the local settings of the subcontinent.

Sidhwa also inducts untranslated words of Urdu, Punjabi and partly Gujrati in *Ice-Candy-Man* to express peculiar politico-social experiences and differences in the context of complex experiences of postcolonial Pakistan and India. Unlike some other postcolonial writers, Sidhwa's untranslated words are devoid of authorial interruption. She does not provide English equivalents for the Urdu, Punjabi and Gujrati words; she does not mitigate the effects of the semantic failure that some non-Urdu/Punjabi readers might experience. Hence, Sidhwa like other postcolonial writers have used the untranslated words strategy in order to install the lexico-semantic richness repertoire of her indigenous languages. Consequently, she seems to have employed the untranslated words strategy to expose peculiar sub-continental variant cultures and thereby silence the western culture where the English language originates, grows and spread. A few instances of the use of untranslated words in the *Ice-Candy-Man* are sufficed at this stage.

(9) A woman in a shabby *burka* holds the child (pp-12)

(10) 'Bose says the Japanese will help us liberate India from the *Angrz*', *Ice-Candy-Man* says... (pp-28).

(11) Col Bharucha ... 'Hindus, Muslim and even the Sikh are going to jockey for power...and if you jump...you'll be mangled into *chutney*!' (pp-36).

The above italics untranslated words are Urdu/Punjabi lexical items. The word *burka* was inserted by Sidhwa to show the distinctive cultural dress of the Muslim women of the subcontinent. In the local set up, it is the sign of piety and virtue but in the western perspective it is considered as sign of primitiveness, terrorism, tribalism, extremism and un-enlightenment. The word *Angrz* denotes that the people of subcontinent have an ambivalent attitude towards the colonial Raj. The term *chutney* also denotes that

Bharucha warns the Parsees to stay back from the power politics, otherwise they would be crushed like chutney in the tricky and vicious politics of the subcontinent. Since the usage of untranslated words by Sidhwa in the novel is an instance of linguistic and cultural contact as the colonial language cannot adequately express Indian and Pakistani political and social complex colonized experiences, therefore, she attempts to solve this linguistic weight by maintaining a selective fidelity to her mother tongues (Urdu, Punjabi and Gujrati).

Sidhwa in the code-mixing and code-switching linguistic strategy directly transfers/borrows the lexical items of her mother tongues (Urdu, Punjabi and Gujrati) into the inherited colonial language (Received English). Bamiro has noted that “since code-mixing implies the transfer or untranslated words into a text as a counter-discursive strategy of ‘Otherness’; it is a device that directly confronts and challenges the territoriality of a dominant discourse in the context of a multilingual and multicultural settings”. Bamiro also refers to Kachru views that in discourse ‘code-switching may be used as a device to mark, among other things, an identity or may be used to reveal or conceal region, class and religion” (2006). Hence, it suggests that the lexical borrowings from the source languages foregrounds culturally embedded objects and system of values that have no direct translation equivalence in English. A few examples of the use of code switching from the *Ice-Candy-Man* are adequate at this juncture.

(12) “... ‘We will show them who will leave Lahore! *Raj karega Khalsa, akhi rahi na koi!*’ ... the Sikhs... shriek with roar: ‘*Pakistan Murdabad!* Death to Pakistan! ‘Sat Siri Akall! Boley se nihaall!’ ”? (pp-134)

(13) “Then a ...mob of Muslim goonds...was roaring: *Allah-o-Akbar! Yaaa Ali!*’ and ‘*Pakistan Zindabad!*’ .”? (pp-135)

(14) “The *Kotha* is the cultural pulse of the city...poets...songs are sung. It is also stepping stone to film stardom for the *nauch-girls!*”? (pp-267)

In examples 12 and 13, Sidhwa employed code switching/code mixing as an appropriating strategy to expose the bloody political and social conflicts among the major political rival factions (like Sikhs, Hindus and Muslims) of the subcontinent. In example 14, she reveals the cultural norms and the subaltern/marginalized status of the woman of the subcontinent. In the foregoing text, Sidhwa also transfers the lexico-semantic, orthographic and grammatical codes of her mother tongues (Urdu and Punjabi) into the Standard language to incorporate ethnic tension, political internal strife and bloody conflicts in the local settings of Pakistan and India. The writer switches from English to the Punjabi/Urdu language to demonstrate the ethnic, linguistic, cultural and the political tense situation during the partition of the subcontinent. In this linguistic process, she blends the lexical and syntactic structures of English and Punjabi/Urdu to show the cultural distinctiveness and separateness from the assumptive centre of privileged norms. In addition, she inducts the ethno-rhythmic, mood and imagery into the inherited dominant discourse in the perspectives of the dreadful partition of the subcontinent. She also foregrounds the scenes of massive killing and brutal savagery through the tactical strategy of code switching as Standard English was inadequate to incorporate such horrible incidents ever occurred in the tumultuous history of the subcontinent. In a word, her linguistic practice of code-switching/code-mixing in her novel addresses the metonymic gaps and absence in the context of the complex colonized experiences of Pakistan.

Sidhwa also inserts glossing strategy (to explain meaning of difficult words/terms with or without parenthetical) as the authorial interference in the texts to demonstrate the linguistic hybridity and cultural syncreticity in the non-western settings of Lahore (Pakistan). She installs the vernacular terms and idiomatic phrases (of Urdu and Punjabi) into the inherited colonial language parallel with explanatory words, phrases, sentences and translation to signify the experiential reality and lived experiences in the context of post-independent Pakistan and India. She also inducts it to demonstrate the prolific repertoire of her indigenous

languages and variant distinctive cultures. She defines the vernacular phrases at certain places in the texts (with or without parenthetical) and sometimes leaves it untranslated to foreground the gaps of metonymy, absence and difference. A few example of glossing will be adequate at this juncture as inserted in Ice-Candy-Man.

(15) "...the village women, the girls try not to smile or giggle. They must have heard their mothers and aunts (as I have), say: '*Hasi to phasi!* Laugh (and), get laid!'" (pp-55)

(16) "Hamida...it is my kismet that no good...we are *khut putli*, puppets in the hands of fate." (pp-222)

(17) And Muccho's ... sitting on her small buttocks... '*Haram-khor! Slut! Work-shirkers!* ...shrieks Machos (pp-45)

In the foregoing examples 15, 16 and 17, Sidhwa inducts the colloquial terms or vernacular expressions parallel with glossing to foreground the subalternity and marginality of the women of Pakistan and India. She inserts the colloquial phrase "*Hasi to phasi*," with glossing; which has the wider connotation in the context of socio-cultural milieu of the subcontinent. In the context of the patriarchal norms of the subcontinent, young girls are advised by the elderly women not to laugh or giggle as it denotes lewdness and brazenness. She implies that a laughing young girl conveys the 'message event' or 'situated meaning' of love and friendship. In the cultural perspective of the subcontinent, such term might also suggest seduction, lewdness and immorality but on the other hand in the western cultural norms it is the sign of civility and cultured behaviour. In these texts, Sidhwa also exposes the marginalized and the wretched status of women during the partition of the subcontinent and its deep psychological scar on the mind and soul of women. The innocent shanty- Ayah was abducted by Ice-Candy-Man (the most versatile character of the novel) and was forced to become "*nauch girl*" [dancer] in "*Hera Mandi*" (red light area of Lahore where girls learn the art of dance, singing etc). Hamida was telling the sad story of her life and the others like her to

Lenny. Sidhwa describes here the marginalized status of women as they were “*khut putli*” or the just puppets in the hands of fate.

She employs glossing strategy to shoulder the weight of her historical, national, social and cultural norms of her indigenous society. Her usage of vernacular speech with glossing in the above cited excerpts substantiates the linguistic hybridity and cultural syncreticity as an alternative possibility and trustworthiness rather than to linguistic deviations or cultural eccentricity. Likewise, with the employment of vernacular terminologies along with glossing, Sidhwa inserts the rhetorical, metaphorical and imaginative expressions of her indigenous languages into the imported language. Consequently, her glossing practices abrogate/subvert the purity of Standard English codes and its discursive practices and simultaneously installed the indigenous linguistic and cultural norms. In a word, Sidhwa’s inductions of such vernacular speech “*Hasi to phasi*,” and “*khut putli*” in *Ice-Candy-Man* address the metonymic gaps and variant culture in the context of her postcolonial concrete lived experiences of Pakistan and India.

Sidhwa also inserts the translation equivalents/literal translation as an appropriating strategy in *Ice-Candy-Man* to transplant the specific linguistic and cultural norms of Pakistan and India into the living English culture. She inducts this technique to incorporate the themes like bloody communal fights, nationalism, complex identities and variant cultures in the context of the local settings of the subcontinent. She literally and directly translates Urdu and Punjabi speeches, wise sayings, myths, imagery, poetry and fables into the colonial language as without serious semantic modification in terms of her local settings. Her direct translation practices transplanted into the Standard English also extend the lexico-semantic sensibility, rhetorical and imaginative mannerism of her indigenous languages. A few examples of translation equivalents strategies will be adequate at this juncture as are inserted in *Ice-Candy-Man*:

(18) “Ice-Candy Man is selling his popsicles...*my mouth*

waters. (pp-18)

(19) “Imam Din –drums his chests, flexes muscles and emits the fierce *barruk* ... ‘*O vay*’ he roars. *I’ll chew you up and I won’t even burp!*” (pp-45)

(20) “*Oye, you donkey,*” I told him. “So what if you’re a Sikh? I’ m first friend to my friends...God and the Politicians...” (pp-122)

In the above cited examples 18, 19 and 20, Sidhwa directly translates the Urdu and Punjabi vernacular terminologies into the English language to install the ethnographic and cultural difference. She inducts the rhetorical characteristics, imaginative expression and spontaneous mannerism of her mother tongues in her narrative as the standard language is inadequate to address the metonymic gaps and absence in the local settings of the subcontinent. Accordingly, with the employment of literal translation strategy in her narratives, she deconstructs and de-hegemonizes the western linguistic and cultural norms and simultaneously foregrounds the multi-ethnic, multi-racial and multi-linguistic complex experiences in the non-western settings of the subcontinent.

She also uses such linguistic technique to convey the local sensibilities, sentimentalities (particularly bloody conflicts between Sikhs and Muslims during the partition) and idiosyncrasies in the context of the indigenous settings of the subcontinent. Her installation of direct translation in *Ice-Candy-Man* also addresses the metonymic gaps, discontinuity and ruptures as the Standard English language and its normative practices were inadequate in the non-western settings of Pakistan and India. Consequently, she inducts the literal translation on the linguistic pattern of Urdu and Punjabi like “*my mouth waters*”, “*I’ll chew you up and I won’t even burp!*” and “*Oye, you donkey...*” to transplant the ‘situated meaning’ or ‘message event’ in the context of her complex colonized experiences of linguistic hybridity and cultural syncreticity.

5. Conclusion

The paper has identified and analyzed the appropriating

linguistic strategies employed by Bapsi Sidhwa who transplants the culture of the subcontinent into the inherited colonial language. Linguistically, Sidhwa may have deviated from the standard linguistic and literary norms, but politically she has radically deconstructed and decolonized the authenticity, purity and universality of the discursive norms of the metropolitan centre. Likewise, she has domesticated and nativized the imported language to carry the linguistic weight and variant cultural norms of the complex postcolonial experiences of Pakistan as the Standard Received English was inadequate in the context of the non-western settings of the subcontinent. The paper has also demonstrated that the appropriating linguistic strategies installed in the novel are also authentic and realistic as these carried the 'message event' and 'lived experiences' rather than to some privileged coded referentiality. The usage of appropriating linguistic strategies in postcolonial literature of the subcontinent is not distinctive to Sidhwa; rather we still encounter such examples of appropriation and reconstitution of the inherited English language in the writings of many other native and Indian and Pakistani creative English writers like Rabindar Tagore, Raja Rao, Mulk Anand, R. K. Narayan, Anita Desi, Salmon Rushdie, Arundhati Roy, Ahmad Ali, Mohsin Hamid, Zulfiqar Ghosh, Hanif Kureshi and the like.

This paper has also demonstrated that the appropriating linguistic strategies inducted by Sidhwa in her novel *Ice-Candy-Man* and other postcolonial Pakistani and Indian literature offer an alternative and creative vehicular medium in terms of hybridizing colonized experiences. It also suggests that the Pakistani postcolonial writers should not strive for the abrogation or rejection of the privilege of the inherited colonial language as suggested by Tariq Rehman and the like. Rather they should reconstitute and re-appropriate the language to new usages in the context of multi-ethnic, multi-linguistic and multi-racial postcolonial Pakistan. Likewise, the re-appropriated language has gained a de-facto status in our administrative, legal, academic, print and electronic media set up of Pakistan. Consequently, Sidhwa has indigenized and nativized the inherited colonial

language on the rich lexical syntactical and morphological linguistic patterns of her mother tongues like Urdu and Punjabi to bridge the gaps of silence, absence, difference, separateness, ruptures and discontinuities of post-independent Pakistan. Hence, in this internationalization and globalization digital era, Pakistani writers cannot afford to refuse their creative English literary works for trans-national and trans-cultural wider readership.

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Reader Response Theory: Towards a Cognitive Framework for Teaching of English Literature to Second Language Learners

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Abstract

The present paper attempts to explore how reader response theory can provide a theoretical framework for the application of cognitive teaching strategies to teach literature to the second language learners of English literature. The cognitive framework presented is based on the literature review of reader response theory and cognitive learning models. It builds up an association between the key concept derived from reader response theory such as informed reader, reader and his/her background, community of readers, and reader and the world of the text and the basic requirements of cognitive learning theory which include existence of prior knowledge or knowledge base, problem solving, critical thinking, and cooperative learning.

Key words/terms: reader response theory; cognitive learning psychology; cognitive teaching framework

1. Introduction

The present paper attempts to build a connection between cognitive learning psychology and the teaching of literature. It highlights how cognitive learning psychology provides help to devise strategies for the application of reader response theory to the teaching of literature to second language learners. It also suggests that a systematic application of cognitive teaching strategies and techniques in accordance with the basic principles of reader response theory nourishes reading competence of students and improves their attitude towards reading. In addition to this, it makes the reading of literary texts a creative experience because it attempts to utilize literary texts as a tool to enhance the functioning of students' cognitive processes. The methodology suggested also fosters flexibility and a spirit of collaboration in students and develops their thinking skills. It also encourages interdisciplinary approaches in a literature classroom and relates literary texts with students' personal life and culture. It thus promotes active and meaningful learning.

The changed scenario of the twenty first century world has also brought a change in the reading habit of students. They, as Susan Basnett (2005) observes, are not interested in reading classical literary texts and lack classical training. In addition to this, students of literature with English as their second language lack require proficiency of a second language. Thus they find reading literary texts a cumbersome experience. As a result they lose motivation and interest in literary reading. Reader response theory as it works on the principles of cooperative and community learning ensures maximum participation of students in reading process. It thus shifts burden from an individual student to a group or community of readers. As a result it relieves anxiety and involves students in the world of literary texts. Reading becomes a creative reading experience. They fill in the gaps of the text, predict and explore meaning, and synthesize generated ideas. It develops their interest in texts which results in motivation for reading literary texts.

2. Research question

Does reader response theory provide a sound theoretical framework for the application of cognitive strategies in order to teach English literature to the second language learners?

3. Methodology

The theoretical framework for the paper has been based on concepts of reader response theory analysed in the light of pertinent cognitive strategies.

4. Literature review

The high-tech world of the twenty first century requires educationists to design educational policies which do not merely ensure transmission of knowledge, but rather prepare learners to face the challenges of the rapidly changing dynamic world. Education today needs to develop necessary skills and abilities of learners which are required to process information and to use it in various contexts independently. It is now strongly realized that a framework for teaching is required that promotes spirit of exploration and investigation, a flexible and collaborative attitude, and an ability to create harmony between knowledge and creativity (Lyn: 1994). The same goals are to be set for studying literature in twenty first century. Lindblom (2000) supporting this asserts that “technological, sociological, and political changes in our world demand that we use literature as a way to encourage our students to engage in public discourse of a global nature.” In order to achieve the said goals, instructional methods and strategies which are based on cognitive learning psychology are recommended as they focus on developing learners’ problem solving abilities and other higher order thinking skills and help make learning meaningful and life-relevant (Feden & Vogel: 2003; Craft: 2001).

Cognitive learning psychology is concerned with thought processes or cognitive processes such as perception, attention, memory, concept building, retrieval and transference (Solso: 2004; Reed: 2000; Ormrod: 2000). Cognitive theorists taking into consideration theories of human learning by early theorists, in particular Piaget and

Vygotsky, focus on the cognitive processes which are involved in learning. Cognitive psychology regards learning as the processing of information and building connections between ideas. It therefore suggests strategies which facilitate learners to actively process information and construct knowledge. Information processing theories of human cognition explain how people mentally process information and thus facilitate teachers to help their students to effectively learn whatever they want to teach them (Ormrod). Social cognitive theorists like Piaget (1928, 1952), Vygotsky (1978), Bandura (1977, 1986, 1989), and Bruner (1961, 1966) lay emphasis on the role of interaction and environment in the process of learning.

Reader response theory bears close affinities with social cognitive learning theory. Reader response approach provides an effective critical framework to teachers to make their classrooms more dynamic and promote active learning. The basic assumption of reader response theory is that “meanings are in heads, not in books” (Holland: 1995). Thus it lays emphasis on reader’s role in the production of meaning of a text. The proponents of reader response theory considers role of the reader to be as important as that of an author in the creation of a text. In its attempts to trace out the effect of the world of a text on a reader, Reader response theory takes into consideration the moral, philosophical, psychological, and rhetorical aspects in the process of textual analysis (Guerin et al.: 2005; Roemer: 1987). It is generally agreed that it is not a unified or monolithic theory, but rather a collection of approaches emphasizing reader’s active and primary role in the production of meaning in a literary text (Bourdieu: 1977; Iser: 1972, 1978). The various positions which Reader Response criticism takes include structuralism, phenomenology, psychoanalysis, and hermeneutics.

Reader response theory insists on the active interaction between reader and the texts. For Shafer (1997) reading texts with the reader response theory is “a transactional experience of a text and reader. Similarly for Rosenblatte (1978), reading is a “transaction, a two way process involving a reader and a text”. David Bleich (1978) introduced the idea of subjective response to text in his

Subjective Criticism. For him “reality is invented and not observed or discerned by human beings”. Like Bleich, Wolfgang Iser also took the phenomenological position and developed his theory on the notion of “difficulty if not the impossibility of separating anything known from the mind that knows it.”(Guerin et al). He proposed a “communication model” of reading (Ray: 1989). For him it is the reader who by building up connections in the text recognizes its exhaustibility (Iser: 1972; Iser: 1978). Similarly Norman Holland (1968) found the possibility of application of ego psychology to the study of literature. Reading and meaning making, for Holland, is a subjective experience of readers who interact with the text. He establishes a relationship between a literary text and identity- structure of the reader and argues that every reader attempts to explore his identity theme in a text ((Newton: 1988). Stanley Fish’s in *Surprised by Sin: The Reader in Paradise Lost* (1967) and *Is there a Text in Class: The Authority of Interpretative Communities* (1980) regards the process of reading as dynamic and asserts that readers negotiate with the text and then actually create their own meaning as they read it. His informed reader works in collaboration with the community of readers to negotiate the meaning of the text. Hans Robert Jauss’s *Reception Theory* explores the hermeneutical and new historical aspects of reader response theory. He considers the documentation of reader’s response to texts in any given period of time as an extremely important factor in order to develop meaning (Newton; Guerin et al.).

The present paper attempts to explore how an interaction between reader response theory and cognitive learning theory can be developed to design cognitive strategies for teaching literature. On the basis of the qualitative analysis of theoretical models of reader response theory and cognitive meaningful learning presented in this section, the paper presents the assimilation of key concepts of reader response theory and cognitive meaningful learning which can help develop a theoretical framework to design cognitive teaching strategies for teaching literature to second language learners of English literature.

5. Findings

Reader response theory as discussed in the preceding pages encourages negotiation and interaction between a reader and the text, which leads to discovering complete, correct, comprehensive, and consistent meanings. It cherishes the richness and ever green beauty of literature. It affirms that “literary texts are open to a wide range of interpretations” (Allan: 2004). By assigning primary importance to readers, it welcomes variety of responses, even if they are idiosyncratic in the process of exploring more adequate meanings. This multiplicity of interpretations for reader response theorists is a means to revitalize the text and confirm its depth and complexity. The theory working on the principles of social cognitive learning theory acknowledges the unique experiences the reader brings in to interpret a literary text. They actively create meaning of a text. Readers reading with reader response approach build up connections between their life and the world of the text as they invest their varied cultural backgrounds, beliefs, and experiences into their perception of a text (Roemer; Golden & Guthrie: 1986; Baird: 1993). The reception approach in reader response theory encourages the analysis of books and journal reviews, magazines and even personal letters in order to determine the status and significance of a text. This analysis is a process of investigation which brings a literary text out of the walls of literary criticism into the ever-changing and expanding arena of practical world. This method also supports innovative and creative interpretations.

Reader response theory expects readers to be informed. They need to possess a subject relevant knowledge base. In order to comprehend a literary text students are required to have familiarity with contextually appropriate linguistic items, i.e., vocabulary and syntactic patterns and other interpretative conventions and strategies. An informed reader is the one who can see and understand the wide ranges in perspectives and choices and thus, is able to develop comprehensive and acceptable meanings of a text. Being equipped with the necessary linguistic and literary interpretative skills, the students work on texts and generate the meaning independently. They thus take the responsibility

of their learning and attempt to achieve autonomy. This also promotes reflective and critical thinking and a spirit of investigation in students.

For social cognitive theorist people learn best when engaged in discussion. This, as they explain triggers cognitive processes and builds rich networks of information in long term memory. Learning as Feden and Vogel (2003) perceive is building up connections in long term memory. For creativity theorists such as Saaty (2001) information in long term memory is also an important condition for creative thinking. Reader response theory encourages negotiation and interaction in the community of readers in order to determine the best possible meaning of a text. The process of sharing starts with the personal interpretations and ends on a generally agreed upon meaning which seems closest to the design of a text. Thus Reader Response theory supports collaborative learning. It also makes reading as an organized meaning making process like problem solving process. It requires the readers to first focus attention on certain aspects of a text with a critical eye and disregard irrelevant parts. The readers share their meaning with one another and attempt to build up connections among all the parts of the text and synthesize them into an organized meaningful whole (Lyn).

The application of reader response theory in a classroom supports the role of a teacher as a facilitator, who creates a cooperative environment and motivates students to think and contribute in the meaning making process. Teachers become, as Cortland et al. (1980) observe, “partners engaged in genuine enquiry with their students, discovering commonplace locations that connect readers to each other, readers to texts, and texts to students’ own lived experiences...[and] enable the students to develop their understanding of the processes involved in comprehension and interpretation”.

Reader response theory supports the notion that minds are designed to expand and texts have “formative effect” on students (Alcorn & Bracher: 1985). It demands students to generate personal interpretations, explore alternatives and reject assumptions and established opinions.

Thus, it trains students to discard standardized formats, and have self confidence and trust in their own judgment. It is capable of bringing conceptual change in readers as Alcorn and Bracher explain:

The reading and interpretation of literature appear capable of promoting significant alterations in the reader's self. Such alteration of the inner world and enhancement of the ego's organizing capacity, however, are largely cognitive rather than structural changes. They can affect one's perceptual, logical functioning in important way.....

As the above discussion shows that reading literature with reader response theory engages students in "dialogic inquiry" in classrooms (Rex: 2001). It provides an effective critical framework to teachers to make their classrooms more dynamic and promotes active learning. By engaging students in active and independent reading it enhances cognitive functioning of students and they construct their experience and articulate conceptual insights in the form of linguistic structures.

The detailed discussion in the preceding pages also helps to extract four key aspects of reader response theory, which include informed reader, community of reader, role of readers' beliefs and knowledge base in making meaning, and exploring the world of the text. These four concepts are concerned with the basic requirements of cognitive learning which aims to promote active and meaningful learning. They are related to the processes of developing knowledge base or schemata in long term memory, building connections between and among ideas, and between classroom learning and students' personal life and experiences, problem solving, cooperative and social learning. A framework for the application of cognitive teaching strategies and techniques based on these key concepts of reader response approach to reading is explained below:

a. Informed reader: A teacher is required to help students develop their subject relevant knowledge base in order to

make them informed readers qualified to interpret a text. A prior knowledge helps learner to determine what is more important to learn and then they can design a framework for organizing information. (Ormrod). Learning is meaningful when newly received information is connected with the already stored information in long term memory. It is as Ormrod says “comprehension and understanding”. Knowledge base also facilitates learners to elaborate on information in order to fill gaps and draw inferences. The suggested strategies, in this regard are using in-depth study techniques, rehearsal, techniques for organizing material, and working on projects and presentations. These strategies also make learning meaningful.

b. Text and its world: It refers to exploring all the dimensions of the world which a text brings to readers. The teacher is required to encourage students to focus on all the aspects of the text and attempt to discover a meaningful unity and a whole. The process of exploration is like solving a problem. Major stages in problem solving process according to Hayes as cited by Solso (2004) include identifying the problem, representing the problem, planning the solution, executing the plan, and evaluating the solution. Students are required to focus on all the details of the text and critically analyze them, connect all the details for a meaningful interpretation, and then evaluate the interpretation. The suggested strategies in this regard are using techniques of note taking, summarizing comprehension, elaboration, and visualization.

c. Reader and his/her background: Reader response theory requires readers to build their response to a text based on their cultural/ethnic background and knowledge base, and use this understanding to negotiate the meaning of the text. For cognitive theorists when information is made life –relevant and connected to learners’ knowledge base, it becomes meaningful for them and results into effective learning (Ormrod; Reed). The suggested teaching strategies are using techniques of inference, making connections or transference, and elaboration, and writing response essays.

d. Readers' community: It refers to encouraging readers to share their responses to the text in order to reach toward a more consistent, satisfying and comprehensive interpretation/s of the text. Social cognitive learning theory emphasizes motivating learners to observe and share with others around them. It discourages competitive learning, which is not focused on learning or cognitive processing of information rather on performance goals. It promotes collaboration, group thinking, and community feeling among learners which are very effective for development of problem solving abilities (Ormrod). The suggested teaching strategies in this regard are brain storming, pair/group work, discussions, and working on projects.

6. Conclusion

The discussion given above makes it clear that reader response theory can serve as a sound foundation for the application of cognitive teaching strategies for teaching English literature to the students who are non-native speakers of the English language. A systematic application of the framework modeled on Reader Response theory of reading and interpreting texts can help teachers to make their classrooms more dynamic and empowering as it can assist to nourish collaboration among students as well as build their autonomy, and develop their problem solving abilities. The students can be equipped with the necessary skills and knowledge to explore the world of a text and bring out a variety of meanings and make their reading a really satisfying experience. By making reading a pleasurable and interactive experience, reader response theory helps enhances students' cognitive abilities. Improved cognitive processing skills makes reading a smoother and less cumbersome process for the learners which results in motivation for reading literary texts in English which is their non-native language.

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Teaching Essay Content through Integrated and Product Approaches

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Abstract

One of the important problems in the teaching of English is the method or approach used for teaching essays. Unfortunately, in most of the cases – particularly in majority of public schools no method / approach of essay writing is adopted; instead students are not only provided ready made essays but also encouraged to reproduce the same in examination. The purpose of the study is to discover which of writing approaches (product approach and integrated approach) helps students more improve content of essay at tertiary level in Karachi, Pakistan. This experimental research includes two equal ability and equivalent size intact groups of undergraduate students of a public sector university in Karachi, Pakistan. One of the groups was taught through integrated approach, the other group was trained on product approach pattern.

Key words/terms: essay content; product approach; integrated approach.

1. Introduction

In Pakistani public schools (Urdu medium) essay writing often starts from class six; students are taught basic compositions, such as short narrative and descriptive etc. It is most unfortunate that instead of teaching writing and having writing skills practiced, teachers either provide students notes or dictate already written material, which they memorize and reproduce in their final examinations - preferably word by word. The situation gets worse in the board examinations Secondary School Certificate (SSC) and Higher School Certificate HSC as the same practice is being carried out there as well. Those students who are able to get the notes prepared by experienced and qualified teachers get more marks in board examinations than those who can not afford. Most importantly, many SSC, and HSC boards including Karachi Board of Secondary Education and the Board of Intermediate Education, Karachi play a key role in promoting this "memorized form of writing" by repeating the same topics for essay writing in examinations. The very practice of replication encourages students to memorize, which is much easier and less time consuming than developing writing skills. Teachers also have a hand in promoting plagiarism; instead of promoting writing skills in students they give them the tips to fit a memorized essay into various slightly different situations. Finally, when students reach the tertiary level, a significant number of them are unable to produce an essay with appropriate content, grammar, structure, cohesion, coherence and mechanics.

Essay writing can be taught through many approaches and methods, some of them are: reading method, free expression method, process approach, product approach, and genre based approach and finally integrated approach. This research is limited to teaching essay content through product and integrated approaches only.

2. Research question

Is the integrated approach more effective than the product approach in teaching essay content at the tertiary level?

3. Review of related literature

The product approach or the traditional approach is the oldest approach to teaching essay writing in the English language. It is teacher centered – teacher decides the essay topic, length and time; focuses more on structure than on content, first draft of essay is considered the final draft and it focuses more on structure than on content. Students are provided with model essays of established writers and are supposed to model their essays according to the samples provided. However, they can also be given student essays to identify problematic parts of the essays. “Traditional writing instruction usually works on the assumption that students need to learn the parts so they can eventually construct a meaningful whole. Traditionally, emphasis is first on vocabulary, spelling, usage, mechanics, and the conventions of manuscript presentation and later on organization, style, and appeals to an audience. Usually the subject is supplied by the instructor since the students do not know anything “substantial”. It is logical, but it doesn’t work for most students; the particulars are not abstractly significant to students who cannot understand their purpose or importance until they use them to make their own meaning.” (Murray: 1985.)

“Cognitive theorist including Piaget (1959), Vygotsky (1986), and Burner (1966) have provided crucial insights by describing the impact of thought and language on writing. The emphasis in the writing process has shifted from analyzing students’ finished products to investigating what students think and do as they write.” (Tompkins: 1990)

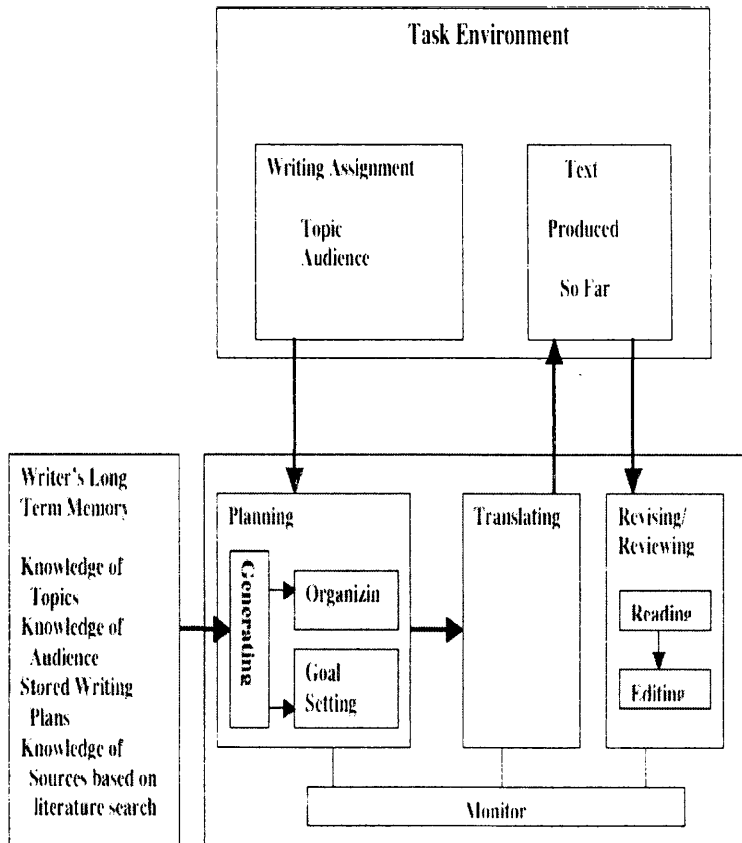
Integrated approach to essay writing is based on process approach and product approach of essay writing. It is neither fully teacher centered nor learner – neither bounds the student nor gives him too much freedom. In integrated approach to essay writing students follow various steps before they achieve the final product. The steps that students follow are: brain storming, organizing, writing the first draft, revising / sharing, writing final draft and editing.

Four contrastive theories which are often used in ESL writing include: cognitive development theory, contrastive

rhetoric theory, social constructionist t and Communication Theory. Cognitive development theory, which emerged in Europe in the eighteenth century, shifted the concept of writing as product to writing as process. "Cognitive theorist including Piaget (1959), Vygotsky (1986), and Burner (1966) have provided crucial insights by describing the impact of thought and language on writing. "The emphasis in the writing process has shifted from analyzing students' finished products to investigating what students think and do as they write." (Tompkins: 1990) This theory emphasizes that it is not only the product, which should be focused, but how that product was achieved is equally important: nature of knowledge, structures and process.

Some researchers such as Hayes and Flowers (1981) regard writing as recursive process as shown below:

The Cognitive Process Model of the Composing Process.
(Flower&Hayes: 1981).



According to Flower and Hayes's model there is a single writing process for all writers: skilled and new writers. Bereiter and Scardamalia (1987) criticized this model dividing the process into two parts: knowledge telling model for less proficient writers and transformation model for expert writers. Cognitive development theory has reasonably contributed to writing both in native and ESL.

There are also student approaches to essay writing such as deep approach and surface approach to essay writing. In deep approach, students are internally motivated, and drawn in the process of writing. They want to write regardless of marks and grades. Two deep approaches which (Ellen & Nancy: 2001) have been discussed are: elaborative voice

approach and procedural approach. On the other hand in surface approach students write due to some external pressure personally they dislike and avoid writing, this also includes externally motivated reproduction of information and memorization. (Ellen & Nancy: 2001) have discussed three surfaces approaches as: low self – efficacy approach, procedural approach, spontaneous – impulsive approach. Writing can also be taught through tutoring and journal writing as well. “Tutoring can lead to an increased sense of accomplishment and self-esteem, better mastery of academic skills, increased ability to apply and integrate knowledge taught in different courses and a broader, more realistic outlook on the process of teaching and learning.” (Shin: 2006). Journal writing is a technique that has been promoted by educators in many fields, including nursing, counseling and management, as a means of facilitating reflective practice and stimulating critical thinking.” (Shin: 2006). Genre approach to essay writing is a combination to process approach and product approach to essay writing.

4. Methodology

The researcher conducted pre-test in both groups before they were given treatment according to the approaches they were taught through. Students in both groups were taught three types of essays: descriptive, narrative and argumentative. Each type of essay was given six sessions of fifty minutes each: these sessions were arranged twice a week in both groups. In order to assure that both groups had equal background of English language various steps were taken: first of all, both groups were selected from the same department, so that they do not have any significant difference in their achievements in SSC and HSC examination. Secondly, only those students were included in the sample that had passed their SSC and HSC from Karachi Board of Secondary Education and Board of Intermediate Education Karachi. Thirdly, the researcher also got a questionnaire filled to make sure that students do not have significant difference in their English marks in SSC, HSC. The researcher also made sure that the subjects had not completed any English language course (apart from their formal education system). Students’ pre tests which were

assessed before treatment which also showed that there was no significant difference between the two groups. Finally, those topics, which were given in post-test, were different from the topics practiced during treatment.

The group that was taught through product / traditional approach was first provided theoretical information of the type of essay they would start with, and then they were provided model essays from “College Writing Skills with Readings” (Langan:2001). Content, grammar, cohesion and coherence in the essays were discussed with the group and students also had practice on, topic sentences, structure, grammar, cohesion and coherence with the help of exercises that accompanied the essays. On the seventh day the group was given a topic of the same type of essay, they were taught in the class to write on – except the post test when students were given one topic from each essay type (three choices). During writing students were not allowed to discuss or take help from the teacher or classmates; first draft was the final draft which became a part of their portfolios.

The other group which was trained through integrated approach was provided the theoretical information of the type of essay they would start as in product approach. They were provided the same model essays, which were given to the other group. But, instead of having students read those essays and do exercises in class, they were required to under go some procedure: in the first step they would go for brain storming or clustering in groups of four students. Secondly, they would go for the first draft, the third stage was of revising, (group revision). Finally, in the light of suggestions given by the group members they would go for the second and final draft. Brainstorming / clustering, first draft, revising and final draft were part of their portfolio assessment

In this experimental study quantitative method was used for statistical inferences, interpretations and measurement of associations of the variables.

A Pre-test and a post-test were used to measure students’ progress in essay content.

A panel of examiners, which consisted of three members including the researcher, assessed the pre-tests and post-tests content.

5. Data analysis and findings

A.Null hypothesis 1

There is no significant difference between the test scores of content of essay in the pre- test of product approach and in the pre test of integrated approach.

Table 1: Paired Samples Test (pre test product approach and integrated approach)

	Paired Differences					t	df
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pre test content (Product Approach)	.1224		.0988	-.081	.3264	1.23	2
Pre test content (Integrated Approach)	0	.9429	6	63	3	8	4

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$$\alpha = 0.05$$

Decision Rule: Reject H_0 if $t \leq -2.064$ or $t \geq + 2.064$

Result:

Referring to table of t-distribution, we find that calculated $t = 1.238$, with $df = 24$ and $\alpha = 0.05$, lies between ± 2.064 , hence null hypothesis is accepted and it is concluded that there is no significant difference between the test scores of content of essay in the pre- test of product approach and in the pre test of integrated approach. Rejection of the hypothesis proves; the selected groups were equal.

B.Null Hypothesis 2

There is no significant difference between the test scores of essay content in the pre- test and post test of product approach

Table 2: Paired Samples Test (pretest and post tests content approach)

	Paired Differences					t	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pre test content (Product Approach)	-.57720	.41675	.08335	-.74927	-.40517	-6.925	24
Post test Content							

(Product approach)							
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$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$$\alpha = 0.05$$

Decision Rule: Reject H_0 if $t \leq -2.064$ or $t \geq +2.064$

Result: Referring to table of t-distribution, we find that calculated $t = -6.925$, with $df = 24$ and $\alpha = 0.05$, is less than -2.064 , hence null hypothesis is rejected and it is concluded that there is significant difference between the test scores of content of essay in the pre- test and post test of product approach

C. Null Hypothesis 3

There is no significant difference between the test scores of content of essay in the pre- test and post test of integrated approach.

Table 3: Paired Samples Test (pretest and posttest integrated approach)

	Paired Differences				t	Df
	Mean	Std. Deviation	Std. Error or Mean	95% Confidence Interval of the Difference		
				Lower	Upper	

Pre test content (Integrat ed Approach)							
	-.900 80	.5207 2	.10 414	-1.11574	-.685 86	-8. 65 0	2 4
Post test content (Integrat ed Approach)							

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$$\alpha = 0.05$$

Decision Rule: Reject H_0 if $t \leq -2.064$ or $t \geq + 2.064$

Result:

Referring to table of t-distribution, we find that calculated $t = -8.650$, with $df = 24$ and $\alpha = 0.05$, is less than -2.064 , hence null hypothesis is rejected and it is concluded that there is significant difference between the test scores of content of essay in the pre- test and post test of integrated approach.

D. Null Hypothesis 4

There is no significant difference between the test scores of content of essay in the post- test of product approach and post test of integrated approach.

Table 4: Paired Samples Test (posttests product approach and integrated approach)

	Paired Differences					t	df
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Post test content (Product approach)	-20120	.65438	.13088	-.47131	.06891	-1.537	24
Post test content (Integrated Approach)							

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

$$\alpha = 0.05$$

Decision Rule: Reject H_0 if $t \leq -2.064$ or $t \geq +2.064$

Referring to table of t-distribution, we find that calculated $t = -1.537$, with $df = 24$ and $\alpha = 0.05$, lies between ± 2.064 , hence null hypothesis is accepted and it is concluded that there is no significant difference between the test scores of content of essay in the post- test of product approach and post test of integrated approach.

6. Findings

The conclusion that can be drawn from the findings of this experiment is that both “Product approach” and “integrated approach” help students improve essay content equally, and tertiary level English language teachers in Pakistan can adopt either of the approaches for teaching essay content.

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Causes for Closing B.ED (Technology) Degree Program at NISTE

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Abstract

This research paper analyses the causes of closing B.Ed (Tech) degree programme offered by the National Institute of Science & Technical Education (NISTE), Ministry of Education, and Government of Pakistan, introduced under TEP II (Technical Education Project II) with the assistance of the Asian Development Bank (ADB). Two sets of questionnaires were developed and circulated: one for 23 trainee teachers and another for officers/instructors of NISTE. Questionnaire no.1 was circulated among 23 trainee teachers of technical institutions from 03 provinces (Sindh, NWFP, Punjab) and the Federal Area of Pakistan; all teachers responded to the questionnaire. Nine officers/instructors of NISTE responded to questionnaire no: 2. the study reveals that i). There is a difficulty in getting a stipend ii).There is a non- availability of incentives and degree accreditation after the completion of the academic programme. These were the main causes for closing down the program. The respondents proposed that some incentives should be given, the degree should be recognized and the program should be continued.

Key terms: technical education

1. Introduction

The First Pakistan Education Conference held in November, 1947, three months after the creation of Pakistan, indicated in general the importance of education for the new nation. The conference recommended in particular the establishment of three bodies, the Technical Education Board as one of them.

Technical education was emphasized in the report of the Commission on Education, 1959. Expansion and improvement of medium level of technical education in Pakistan was the target of the report. The policy makers implemented recommendations by establishing 5 new universities in science and technology- 2 in former East Pakistan, 2 in West Pakistan and one science university at Islamabad. This tempo was followed up under the subsequent Education Policy, 1972-80, by separating the Science and Technology Division from the Ministry of Education and making it a full-fledged Ministry of Science and Technology in order to focus attention on the development of science and technology in Pakistan. As a result 9 professional/ technical universities were established under this policy by up-grading or creating new facilities such as Engineering Universities of NED, Karachi, Mehran, Jamshoro, Nawabshah, sub-campuses at Taxila, Engg. College Multan, Agriculture University, Tandojam, Agriculture College, Multan, UET, Khuzdar. This momentum was lost in the subsequent education policies of 1979, 1992, 1998 and ESR 2001 when policy emphasis was detracted to nationalization, decentralization, literacy, adult education, elementary education, religious education and now to higher education, until the international development agency such as the Asian Development Bank came forward to rescue Pakistan by offering Pakistan financial assistance for expansion and improvement of technical education in Pakistan.

ADB assisted Technical Education Project (TEP II) was developed to supplement the efforts of the public sector institutions for qualitative improvement and quantitative expansion through various inputs and encourage private

entrepreneurs for establishing quality technical institutions.

The project was originally scheduled to start in the first quarter of 1996 with an amount of \$ 60.0 million and to be completed in 06 years, but in fact it was delayed for 2 years to begin with, the period was extended up to 02 years. The project has been closed on 30 June, 2004

The project envisaged upgrading the existing polytechnics by rehabilitating and modernizing the polytechnic system in Pakistan. It also envisaged the introduction of new technologies to meet the anticipated needs of industrialization of Pakistan. In this program, it encompassed participation of private sector in the medium level of technical education. The project also proposed to support the supply of local and foreign consultants, local and foreign staff training, equipment, furniture, books and infrastructure development for the proposed new technologies.

The project also provided development and introduction of B.ED (Technology) 03 years degree program as pre-service and in-service training for polytechnic teachers. This degree program was started by NISTE, Ministry of Education, Government of Pakistan, Islamabad, in 2000. This degree program was affiliated with Riphah International University, Islamabad, Pakistan. All provinces (04) and Federal Area sent their nominations from their respective Polytechnic institutions to the NISTE for the training program.

The program has been closed by NISTE, Federal Ministry of Education, Pakistan due to the following reasons. Low enrolment was a very important contributing factor in closing the program NISTE.(2006).

2. Research questions

Q.1. what are the causes for the closing down of BEd (Technology) Degree Programme?

Q.2.Can the program be revived?

3. Literature review

Tahir, M. Qureshi et al (2006) wrote in an article that in Pakistan more than 82 universities and 26 degree awarding institutions with many affiliated colleges are functioning to build the nation through teaching and coaching the students. Abdal-Haqq (1995) found that in developing countries, the factors responsible for the poor state of education are: “Outdated initial training programs, short disconnected in- service training, inadequate textbooks, blackboard -based pedagogy: overly used norm- referenced summative evaluation: and a host of other challenges have permitted a few pilot programs.”

Blum (1990) contended: “The research literature strongly indicates that on going relevant staff development activities are necessary if a teaching force is to be effective.

3.1 Technical education

Ali, M. (1998) wrote in his book that science and technology have contributed enormously to achieve a nation’s goal for development. Science and technology are closely linked since technology refers to the utilization of scientific progress. Scientific development itself is governed by the number and quality of appropriately trained technical manpower available for national development activities.

The development of human resources as a basic tool for the attainment of scientific and technical competence for the nations has become the key factor of economic growth. The harnessing of resources of the earth, i.e cutting short the distance through better means of communication and transport and freedom from the scourge of disease and lately the access to space science are now the immediate aspirations and objectives of the developing societies. To attain these goals the developing countries need to build up a sound system of education, specially scientific and technical education. But what is technical education?

Technical education is a comprehensive term referring to those aspects of educational processes involving, in addition to general education, the study of technologies and related sciences and acquisition of practical skills,

attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. According to the recommendations of General Conference of UNESCO, technical and vocational education is further understood to be:

- a. An integral part of general education
- b. A means of preparing for occupational field.
- c. An aspect of continuing education

Ali, M. (1998) viewed that so far there has not been any institutional arrangement for pre-service training of persons who would like to choose technical teaching as a profession. The chronic shortage of teachers in technical institutions led the government to consider pre-service technical teacher education program as a potential mode for the preparation of teachers of polytechnic and technical institutes. The 7th Five Year Plan recommended introducing pre-service B.Ed (Tech) courses in the National Technical Teacher Training Centre (NTTTC), Islamabad. For Pakistan this was an innovative step though similar arrangements were already in existence in some of the regional countries such as Iran, Thailand, Malaysia, South Korea and Indonesia. On the pattern of 12+3 model of B.Ed program, a three years teacher education program for International Science students leading to B.Ed (Tech) degree was included in the Second ADB Technical Education Project. A significant initiative to be undertaken by National Institute of Science and Technical Education (NISTE) related to the designing and introduction of a pre-service degree level course of B.ED technology for the up gradation of diploma holder teachers of polytechnic institutes.

3.2 B.Ed (Technology) (03 years degree program)

This program was started by NISTE, Federal Ministry of Education; Islamabad, Pakistan in 2000, under ADB assisted TEP. It was affiliated with Riphah International University, Pakistan. The Education Departments of all Provinces (04) and Federal area technical institutions sent nominations for this program. So far a total of 67 students were enrolled in the program. 41 students

were fresh graduates and 26 were technical teachers. 26 (01 left) out of 67 technical teachers came from technical institutions. The province of Balochistan did not send any nomination. Only technical teachers who got in service training through this degree programme were included in the study.

4. Methodology

The objectives of this research were met through administering 02 sets of questionnaires as tools for collecting information generated for the specific purpose of the research.

It must be mentioned over here that in Pakistan, no such study had yet been conducted. The questionnaire, A, was designed to collect the data from trainee teachers. In the process of data collection, 25 trainee teachers who had taken B.Ed (tech) degree were contacted. Out of 25 teachers 01 trainee teacher is in jail /imprisonment and 01 left the polytechnic institute so could not be contacted. The questionnaire, B, was designed to collect information from 09 officers/ instructors of NISTE who were involved in the program.

Data collected from 23 trainee teachers and 09 officers of NISTE were analyzed and the interpretation of data was also done where necessary. The data collected from the respondents was summed up and then the percentage and mean of the items were calculated. The data obtained in this way was tabulated, analyzed and interpreted.

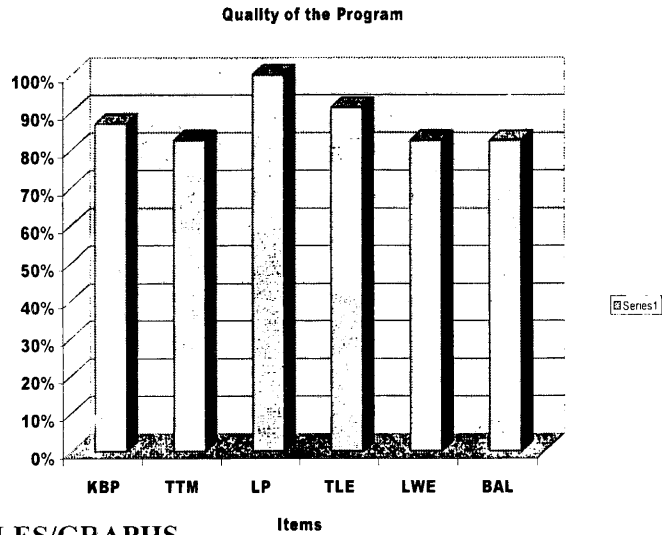
The in-puts of 25 teachers of Polytechnic Institutions from 03 provinces (11-NWFP, 02- Punjab, 11- Sindh, 01-Federal area) and 09 concerned officers/ instructors of NISTE were utilized for finding the causes of closing down the program.

The method of data collection for this research paper is primary source through 02 sets of questionnaire. Questionnaire A for Trainee Teachers and Questionnaire B for Officers/Instructors of NISTE. The sample of trainee teachers comprises of 25 expected respondents but only 23 replied (01 is in jail, 01 has left the institute) while all officers/ instructors of NISTE replied. The questionnaires were sent on

postal addresses of their institutions/colleges. The questionnaires were then returned in 30 days time period. While questionnaires for officers/instructors of NISTE were distributed by hand which were returned in 20 days time period.

5. Findings

Reasons for closing of the program are i) the non-issuance of degree accreditation. ii) the problems in getting fee/ stipend (mean=95.6), iii) no incentive after getting the degree. iv) lack of understanding about the viability of the program. v) the nominees did not find the program promising (mean=87). Many people involved in the programme (mean=54) complained of the shortage of teaching faculty. Teachers were not very enthusiastic. That is why it was difficult for the executors to continue the program further (92.6%). All people (trainee teachers, instructors/officers) were in favor of continuing the program. All agreed that B.Ed (Tech) degree is a useful one. However, these difficulties needed to be removed by providing incentives, teaching faculty and making the process of giving stipend easy.



TABLES/GRAPHS

Responses of Trainee Teachers.

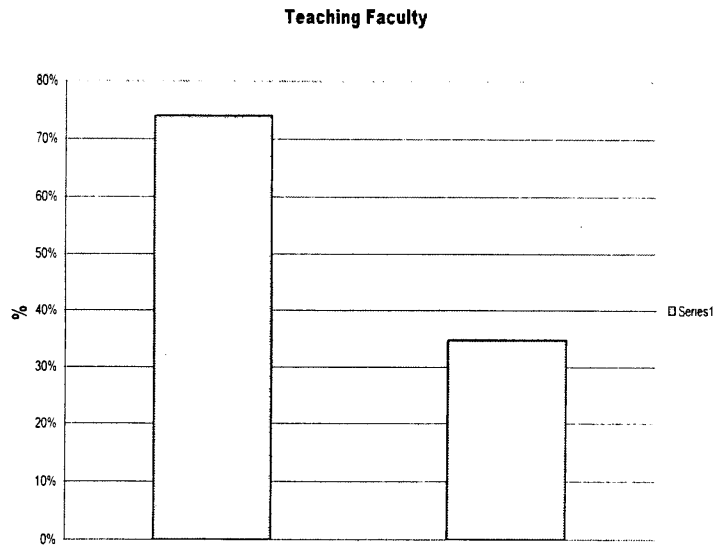
Table 1: Quality of the program

Items	Knowledge Based Program	Training in Teaching methods	Lab. Practical	Training in handling/ use of lab. Equipment	Labs. Well equipped	Books available in library
Responses in %	87%	82.6%	100%	91.3%	82.6%	82.6%

Table 2: Teaching faculty

Items	Faculty Shortage	Qualified Faculty
Responses in %	74%	34.8%

Figure 1: Quality of the program

Figure 2: Teaching **FS** **QF** faculty

KBP	=	Knowledge based program
FS	=	Faculty Shortage
TTM	=	Training in teaching methods
	=	Qualified faculty
LP	=	Lab. Practical
TLE	=	Training in handling of lab. equipment
LWE	=	Labs. Well equipped
BAL	=	Books available in library

Figure 1 shows the quality of the program. Respondents were found satisfied with the teaching methods, lab equipment and practical work. However, respondents (74%) stated to have faced the problem of faculty shortage during studies as shown in Figure 2.

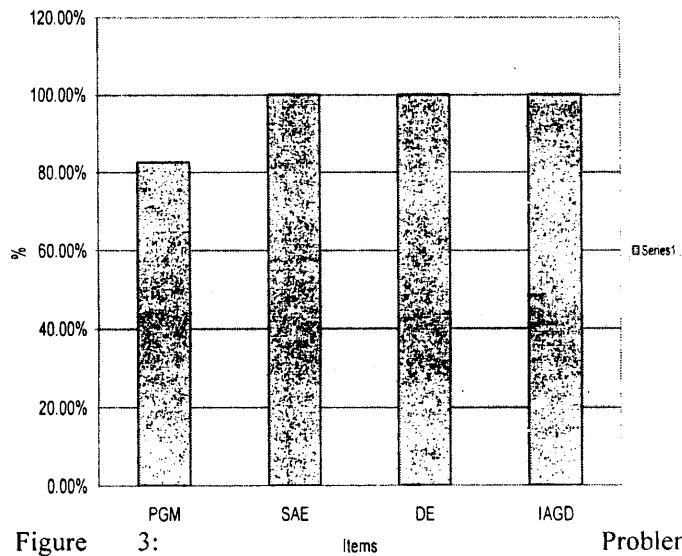
Table 3: Problems regarding fee and degree

Items	Problems in getting money	Stipend amount enough	Degree Equivalence	Any incentive after getting degree
Responses in %	82.6%	100%	100%	100%

Table 4: About program

Items	Useful Program	Not to close program	Program to be continued
Responses in %	100%	100%	100%

Problems regarding Fee/Degree

Figure 3:
regarding fee and degree

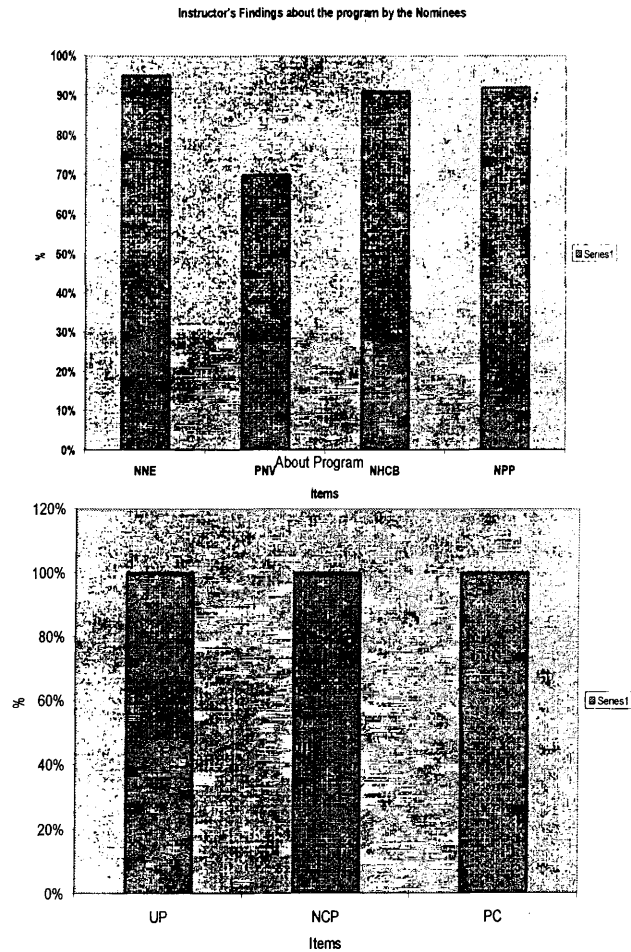


Figure 4: About program

PGM = Problems in getting money UP = Useful Program

SAE = Stipend amount enough NCP = Not to close program

DE = Degree Equivalence PC = Program to be continued

IAGD = Incentive after getting degree

Figure 3 shows a high percentage regarding the issues of degree accreditation, incentive and stipend amount while 100 percent respondents have pleaded for the continuation of the program and usefulness of the program as shown in Figure 4.

Table 5: Instructors' findings about the program from the nominees

Items	Nominees not enthusiastic	Program not viable	Not helpful in career building	Not promising program
Responses in %	95%	70%	91%	92%

Table 6: Opinion of executors

Items	Program not found attractive	Difficult to implement	Financial problem	Academic problem
Responses in %	88.5%	92.6%	100%	100%

Figure 5: Instructors' findings about the program from the nominees

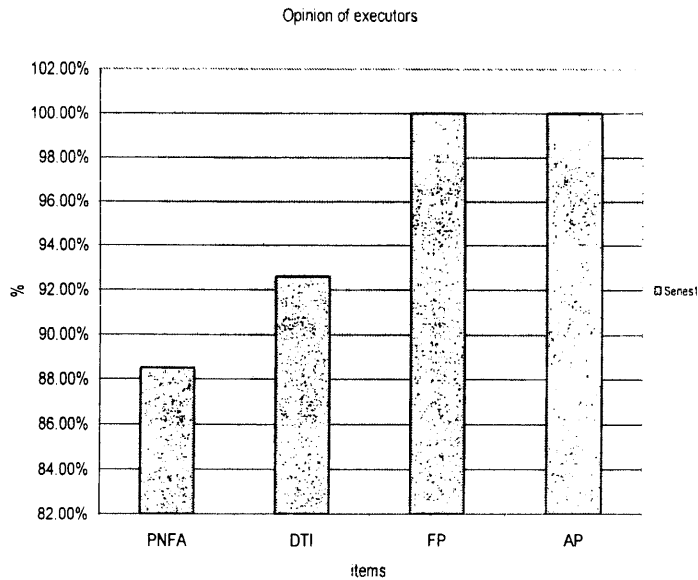


Figure 6: Opinion of executors

NNE = Nominees not enthusiastic PNFA = Program not found attractive

PNV = Program not viable DTI = Difficult to implement

NHCB = Not helpful in career building FP = Financial problem

NPP = Not promising program AP = Academic problem

The instructors have opined that the nominees were not enthusiastic because the program was not very promising (92%) and helpful in career building (91%) as shown in Figure 5. A very high percentage of respondents have given their views in favor of the program as shown in Figure 6.

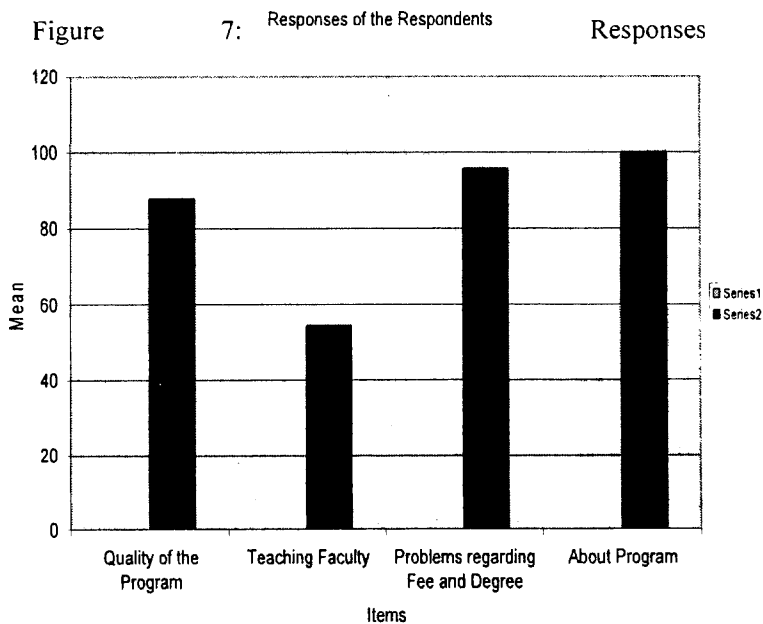
Mean of each Table has been calculated:

Table 7: Mean (Responses of the respondents)

Quality of the Program	Teaching Faculty	Problems regarding Fee and Degree	About Program
87.68	54.4	95.65	100

Table 8: Mean (Responses of the officers/instructors)

Nominees Understanding (Opinion of Instructors)	Opinion of Executors
87	95.2



of the respondents

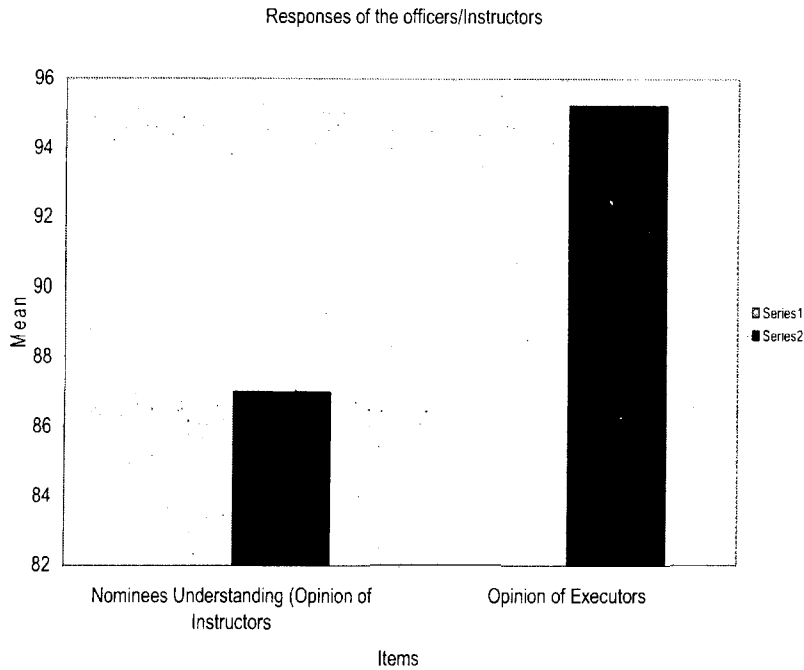


Figure 8: Responses of the officers concerned

6. Conclusion

The program was closed due to a number of reasons such as problems in getting fee money/stipend (82.6%), degree accreditation (100%), no incentive (100%), faculty shortage (74%), and nominees found the program not helpful in career building (91%). With the comparison of results of trainee teachers and instructors/officers, it is found that all agree to continue the program by amending the service rules and providing necessary incentive to teachers in order to attract them for the program.

There are no other regular teacher training programs for technical teachers in Pakistan. It is suggested that specialized bodies may be created to launch technical teachers training programs.

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Accelerated Reading: Skills and Strategies

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Islamabad.

Abstract

Reading has emerged as a central problem in all academic problems in Pakistan. Most students even at the Masters level suffer due to poor reading traits. A majority of students develop severe personality problems, when they fail to grasp the main concepts of a text. Thus, reading disability entraps a student in a vicious circle: he does not understand the text, reads slowly and does not enjoy reading, consequently does not read much and finally gives up reading. According to the United States Commission of Education, "Every problem of our school, of poverty of troubled parents about our school, and learning disorder seems to show some association with reading difficulty" (Chapman & Czerniewska: 1978). The report of the U.S. Commission holds true in the case of Pak'stan also. The present paper, therefore, attempts to identify the reading problems of students and to delineate important reading techniques and strategies in order to enhance students' reading comprehension, enable them to tackle every reading text effectively at the advanced level, and finally, to become accelerated readers.

Key words/terms: reading comprehension; skills; strategies

1. Introduction

Reading proficiency is the royal road to knowledge. It is essential to success in all academic subjects. By reading books, readers grow both emotionally and intellectually.

Grellet (1987) defines 'reading' as understanding a written text by extracting required information from it. Thus, reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. An efficient reader interprets the text according to his knowledge of language, appropriate knowledge of the world as assumed by the writer, and the former's ability to interpret. It is for this reason that reading is referred to as a 'psycholinguistic guessing game' (Williams: 1989, 2007. Dornyer: 2005).

Reading occupies a special place in the complex of the four basic language skills, other components of which are: listening, speaking and writing. There are two main reasons for reading being a special skill among the other language skills. The first is that reading alone provides the main input for successful production, communication and language performance. It is through reading that people are able to understand others' ideas. If all people were identical there would be no point in most communication. Communication in reading is different from everyday conversation with someone. In conversation, one can stop and ask for an explanation whenever needed. But when one has a difficulty in reading, one need to interrogate the text because the writer is not available for consultation. Yet, effective communication with the author can be achieved indirectly through the text, and a writer's intention can be understood only through proper manipulation of the text.

The second is that reading involves complex cognitive skills, which lead to communication, different from other linguistic skills. The reader does not only decode a message; he makes predictions and inferences based on what he reads; he may impose his own organization on information he extracts or may respond to the text, subjectively, according to the reader response theory. At a more sophisticated level, he reacts to what he reads, assessing the accuracy of its facts,

the value of its opinion, or the quality of its style (Matthews, Spratt & Dangerfield: 1986; Alderson: 2000).

2. Hypothesis

Students of the English language can become accelerated readers if major reading skills and strategies are instilled and infused in them in a systematic and methodical way.

3. Research questions

The main research questions are broken down as follows:

- a. What are the learners' problems in different areas of reading?
- b. What are the factors that produce an effective learning experience for the learner group under observation?
- c. What are the different skills and strategies that would enable the learners to become accelerated readers?

4. Methodology

Using an action research approach, the researcher has attempted to identify the reading problems of learners learning the English language, at the advanced level within the pedagogic framework of the International Islamic University, Islamabad, in the Department of English.

4.1 Population

The population consisted of twenty five mixed ability group of learners at the advanced level, who were taught Reading Skills by the researcher for a period of four months (1 semester).

4.2 Instrument

The instrument used was a questionnaire, which was self-developed following a pattern used to classify and evaluate reading problems according to International Reading Standards.

Two questionnaires with exactly the same themes were distributed to the learners, one in the beginning of the semester, before teaching any of the reading skills, to assess

and evaluate the learners' reading proficiency and their reading problems. The second questionnaire was distributed towards the end of the semester, after reading skills were taught, to gauge the learners' progress and to assess the effects of teaching reading skills on the over all development in all the major aspects of reading delineated in literature review.

The questionnaires consisted of nine questions, designed to provide a general and global view of learner's problems as well as competence in reading. The questionnaire was designed around the following major aspects of reading:

- a. Previewing
- b. Anticipation
- c. Prediction
- d. Skimming
- e. Scanning
- f. Word Analysis Strategies
- g. Comprehension Building Strategies
- h. Critical Reading
- i. Extensive Reading

The qualitative method of data collection was adopted because it offered the greatest opportunity to capture learner's opinion in the time available. The researcher had the limited time of 7-8 hours a week with the learner group, so the method of data collection had to be effective in producing evidence of problem in reading by the learners and strategies and skills to overcome those problems. The quality of data gathered was on the whole good and informative and greatly helped to suggest strategies and guidelines to overcome those reading problems.

5. Literature review

5.1 Techniques and skills in reading

A conscious use of techniques is helpful when a part of a text is found to be difficult. There are more than

twenty-one techniques to comprehend a text accurately, e.g., understanding the conceptual meaning, the communicative value of sentences and utterance, relations within sentences, relations between parts of a text through grammatical cohesive devices, recognizing indicators in discourse and discovering organization of a text, etc. Thus a reader can arrive at reasonable understanding, if one is able to trace the overall pattern of a text and to underline the types of reading, in order to determine the skills required for reading effectively.

The following diagram schematically sums up reasons and styles for reading:

Fig: 1 Style and reasons for reading (Adapted from Williams, 1989, 2007)

Whatever the style and reason of reading may be, there are certain techniques that are helpful when a reader is faced with a part of a text that one finds difficult in every day life. Some of techniques for successful reading are:

5.1.1 Previewing

Previewing is a very specific reading technique which involves using the table of contents, the appendix, the preface, chapter and paragraph heading, in order to find out where the required information is likely to be.

5.1.2 Anticipation

Anticipation in reading means guessing about the text on a global level. Anticipation helps the reader to think about the theme of the passage and to dig out the implicit meaning of the writer. It aims to encourage the students to think for themselves, because the more one looks forward to reading and anticipates in mind what the text could hold in store for the reader, the easier it will be to grasp the main points of the passage. This will also create the desire to learn, which leads to more effective reading (Grellet: 1987; Grabe & Stoller: 2002).

5.1.3 Prediction

This is not only a technique, but also a skill which is

basic to all reading techniques. For the sake of prediction, the reader is not supposed to read all the sentences, but has to rely on 'grammatical, logical and cultural clues' (Grellet: 1987) to get an idea of what is likely to follow. The organizational pattern in the text, such as 'cause and effect', 'comparison and contrast', 'addition and sequences', etc., will help in predicting a text.

5.1.4 Skimming

Skimming is necessary for quick and efficient reading, as it allows the eyes to glance through the page quickly to get a gist. The following steps according to Spache and Berg (1967) help in skimming:

- Read the title and the first paragraph quickly.
- Read sub-heading and the first sentence of the remaining paragraphs, and float over the body of the material, looking for the main ideas of paragraphs, clue words, such as names, dates, etc, direction words and numbered sequences and ideas set off by attention getting markings, such as italics, arrows and so on. Skimming is both horizontal and vertical.

5.1.5 Scanning

Scanning means looking very quickly over a piece of reading matter to find the answer to specific question, e.g. a name or a date. According to Spache and Berg (1967) the following steps help while scanning a topic:

- Scan, but do not read in the usual way, the paragraphs that follow, to find the answers to questions.
- If the material is lengthy or difficult, a preliminary skimming will be profitable in order to find the part of selection for particular information.
- Above all, you must keep in mind exactly what it is you are searching for.

5.1.6 Word analysis strategies

- Vocabulary is an important and troublesome issue in

content area. In order to handle difficult vocabulary students must be coached 'word attack skill' (Nuttall: 1988, 1996). They must be trained to infer meaning from the context, rather than looking at a dictionary unless it is essential.

In order to infer meaning from context, several clues provide a great deal of help. (Grellet: 1987). They are as follows:

Equivalence, contrast, hyponym, cause, consequence, purpose, explanation/ illustration, generalization/ specification.

Parallel sentence structure, familiar connectives, etc in the text can also help to infer meaning from the context. (Wallace&Temple: 1990; Baumann, James, Kameenui& Edward: 2004).

Identifying and understanding idioms, metaphor, metonymy, sub-technical vocabulary and irony, etc within the text (Nuttall: 1988, 1996) are powerful aids to comprehend the text.

According to Lewine, Oded and Statman (1988) and Prichard (2008) meaning of the unfamiliar lexical items can also be deduced through understanding word formation, besides context. Many words are formed by adding suffixes and prefixes to the base word. For example:

<i>Prefixes</i>	<i>Examples</i>
anti} against	antiwar
pre} before}	prewar
<i>Suffixes</i>	<i>Examples</i>
Able= can	breakable
Less= without	careless

Suffixes can mark the word as a noun, verb, an adjective or an adverb. If one knows the function of the word, one can get close to its meaning.

Table: 2. Suffixes marking grammatical words

NOUNMARKER	VERB MARKER	ADJECTIVE MARKER	ADVERB MARKER
er - worker ist - scientist tion - dictation	ate - isolate fy - simplify ize - criticize	Al - national ish - foolish ive - attractive	Ly - slowly

(Adapted from Lewine, Oded and Stateman,1988 and Prichard,2008)

5.1.7 Comprehension building strategies

Comprehension building strategies help student to understand the function of a text adequately and enable them to understand the conceptual meaning, the communicative value of sentences and utterances, relations within a sentence, relations between parts of a text through lexical cohesion, between parts of text through grammatical cohesion devices, recognize indicators in discourse and discover organization of a text etc. In order to make the reader aware of such relationships within a text structure, they should be trained to understand the textual cohesion and coherence, which are the keys to master the above mentioned skills (Tovani, 2000 and Beers, 2003).

5.1.7.1 Textual cohesion

The text is composed of a number of sentences organized to convey a coherent message. The way the meaning in a text is organized to convey a message is called discourse. Every word in a sentence ties the meaning of this sentence with the meaning of the other parts of the text. These ties are of cohesion, which contributes to the signification of the sentence and at the same time relates it to the other sentences in the text.

Thus, a thorough comprehension of a text can be achieved if cohesive devices and coherent techniques implied by the writer in the text are fully understood. These entire techniques offer a struggling student a reasonable

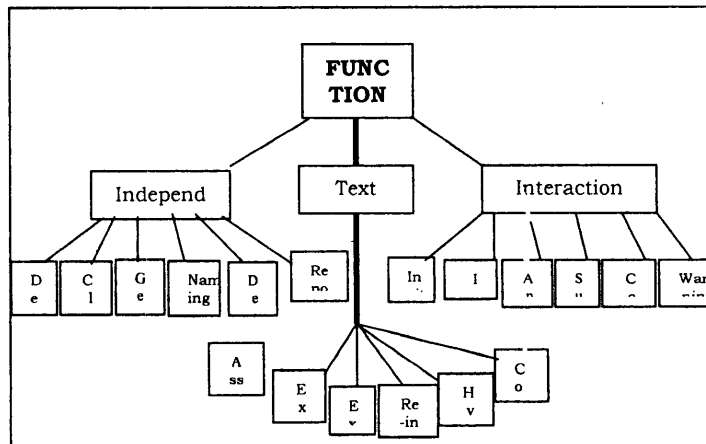
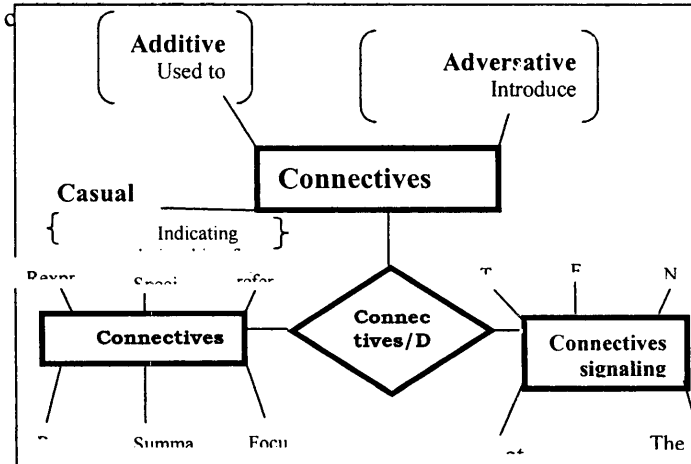
chance of making a sense of difficult text.

Textual cohesion includes connective/ discourse markers, reference/substitution, ellipses and vocabulary.

Discourse markers signal the relationship between different parts of the discourse, and also indicate the functional value of the sentence in which they occur. These words also tell the reader the kind of relationship the writer intends between two parts of the text. If the reader understands one, the discourse marker serves as a possible key to the other part. Discourse markers fall in to three main classes according to Nuttall (1988, 1996) which can be well summarized in the below given diagram:

Fig: 3 Categories of connectives/ discourse markers

Reference/ substitution invol this, them, one, etc,



An elliptical expression is one where something necessary to the sense is left unsaid, e.g., they came although they were asked not to (come).

Vocabulary helps to give cohesion to a text in two ways (Williams: 1989; Schmitt: 2008). Firstly when a writer

makes a reference, and instead of using a pronoun uses a noun phrase. Secondly, when there is 'piling up' of words in a text to give it a unity tone.

But in many sentences there are no discourse markers to aid interpretation. In such instances the reader has to recognize the functional value of the sentences in the text. The functional value help the students to understand the underlying pattern of meaning that are given expression through the medium of a text. It also enables the reader to understand the possibilities of misinterpretation and to handle them.

5.1.7.2 Textual coherence

Besides cohesion, it is coherence that constitutes discourse. Strictly speaking, it is the discourse that has coherence, while the text has cohesion. Coherence can be described as a quality of the underlying thoughts and the way they are organized in to a message. The way the message is expressed will reflect the coherence which is achieved by means of the linguistic devices of cohesion.

Every text has a rhetorical structure which shows how the writer has organized and shaped his material and given it coherence to suit his purpose and makes it a text that is read. Coherence in a text is achieved through organizing a sequence of sentences which is generally organized into paragraphs: The well-organized paragraph includes the topic, the topic sentence and developmental sentences. The principles of organizing a paragraph may be the sequence of events described, the logical progression from specific to general or general to specific, problem-solution, evidence-hypothesis, classification-examples ad so on. Paragraph writing is the key to essay writing. A thesis is also, an extensive essay based on research.

Coherence in a text above the paragraph level is hierarchical. The largest unit is the whole text composed of different chapters/ sections. Chapters consist of paragraphs. Paragraphs consist of sentences and sentences are made up of clauses. Phrases are joined to make a clause and words are joined to make a phrase.

However the hierarchy may be differently structured in different types of text. A reader must carefully examine this organization in a structure of a text, because it will result in a clearer understanding of the overall message.

5.1.8 Critical reading

Reading effectively involves a purposeful examination of reading text and the best technique for critical reading is Questioning the Author approach (QTA) (Block, Collins, Israel & Susan: 2005; Tovani: 2004; Tompkins: 2006). It is an approach designed to establish students interaction with the text to build greater understanding. When students read in QTA lesson, they are taught to question the ideas presented in the text while they are reading, a strategy that differs from many traditional approaches that ask students to answer questions when they have finished reading the text.

The following steps based on QTA will help the reader in critical evaluation (Beck, Isabel, Mckeown, Margaret, Hamilton, Rebecca, Kucan & Lind: 1997).

- Examine the source, reliability, regency, accuracy and competence of the writer.
- The reader must examine the author's implications present in the text. He must understand the inferences intended by the writer and infer words and styles. The reader must try to identify the author's obvious and hidden purposes and assumptions and try to distinguish between facts and opinion.
- Finally, the reader must react to the author's use of devices to infer his thinking.

5.1.9 Extensive reading

Students can deal with the full length texts only if they are exposed to extensive texts frequently. Therefore learner should be provided with extra reading material by allocating a library period, and by devoting some class time to extensive reading. Extensive reading should be 'appealing, easy, short and varied.' (Williams: 2007; Reandya: 2007; Chamot; 2005; Bell: 2001).

For extensive reading the SQ3R technique is useful for students to follow. It is a strategy for private study and consists of five steps: Survey, Question, Read, Review and Recite.

This technique is useful if the teacher has not provided any guidance and thus makes the learner independent readers. At the same time it not only produces active involvement with bright students but weak students can also improve their reading by using this technique.

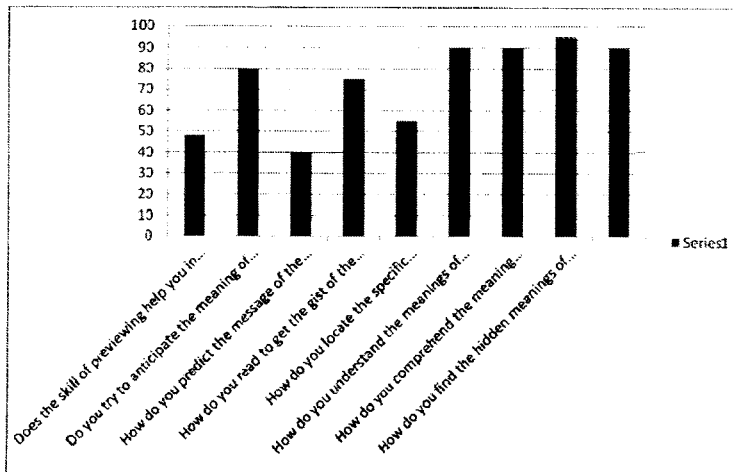
The above-mentioned techniques and skills should not be taken as final and decisive factors in accelerating reading speed and comprehension. There are a number of other skills that need to be complemented with reading: the study skills of note-taking and summarizing, etc. and should be mastered by students in order to become confident and successful readers. However the proper selection of reading skills depends on many things: the nature of material, familiarity with it, and interest in it, background and purpose for reading. Above all, in real life reading purpose constantly varies and therefore all the techniques and skills vary according to the style of the text studied and the purpose in reading it.

The above mentioned techniques and styles of reading can be practiced through the help of exercises and activities given in section 8.

6. Results

Statistical analysis of the questionnaires is presented both graphically and in the tabulated form below, in which scores for learner's problems related to each aspect of reading is calculated and means percentage is obtained. In the second graph and the table the mean average of learners' reading improvement is presented which reveals the progress and improvement on the part of learners.

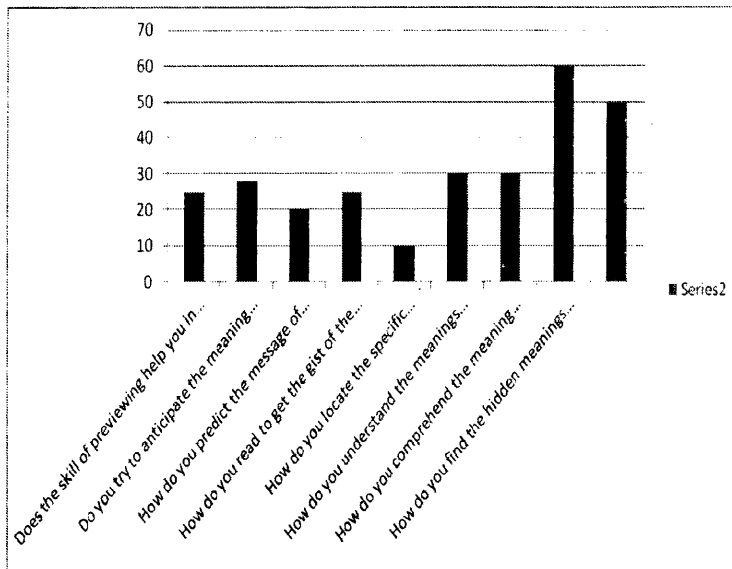
Questionnaire Analysis before using teaching techniques	
Questions	Mean % of Problems
Does the skill of previewing help you in reading the text	48
Do you try to anticipate the meaning of the text before getting into the detailed study of the text	80
How do you predict the message of the text	40
How do you read to get the gist of the text	75
How do you locate the specific information from the text	55
How do you understand the meanings of the difficult words in reading text	90
How do you comprehend the meaning of the text	90
How do you find the hidden meanings of the text	95
How do you feel while reading a news paper or a story book or any other material in the reading class	90
Average Mean	73.66666667



Graphical representation of learners' reading problem

Questionnaire analysis after teaching reading techniques	
Questions	Mean % of Problems
Does the skill of previewing help you in reading the text	25
Do you try to anticipate the meaning of the text before getting into the detailed study of the text	28
How do you predict the message of the text	20
How do you read to get the gist of the text	25
How do you locate the specific information from the text	10
How do you understand the meanings of the	30

difficult words in reading text	
How do you comprehend the meaning of the text	30
How do you find the hidden meanings of the text	60
How do you feel while reading a news paper or a story book or any other material in the reading class	50
Mean Averages	30.88888889



Graphical representation of learner's reading improvement

7. Discussion

The given detailed statistical analysis of learner's questionnaire not only helped identify learner's reading problems in all major aspects of reading but also confirmed the hypothesis that learner's reading problems can be enormously reduced and they can become accelerated readers if skills and strategies are properly instructed through appropriate teaching methodology. The over all result of the Questionnaire survey was that reading problems before teaching reading techniques were 73%, which were considerably reduced to 31% only after teaching reading techniques to the students.

The detailed analysis has shown that 48% learners had problems in reading technique of previewing, which towards the end of the course was reduced to 25% only. Similarly 80% learners had a problem with the reading technique of anticipation, but the problem was greatly reduced to 28% only in the end of the course. 40% learners had a problem to predict the theme of the text, but continuous practice in the class resolved the problem and was minimized to 20% only. 75% learners were unaware of the technique of skimming, while the graded activities enhanced the awareness level, and the problem decreased to 25% only by the end of the course. 55% learners had difficulty in scanning, which also decreased considerably and only 10% learners had a problem towards the end. Learners had great difficulty and enormous problems in dealing with difficult words and understanding of the text. The results revealed that 90% learners had problems with handling of the vocabulary and similarly 90% learners had problems with the comprehension. With appropriate teaching of skills and strategies the learners showed considerable improvement minimizing the problem to 30% only. The biggest problem area in reading pervasive in the class was critical reading. The results clearly indicate that 95% learners were unable to unveil the hidden and implicit meanings of the text. However constant exposure and coaching yielded positive results and the problem though not considerably improved but was reduced to 60%.

The practice of using extensive material in the reading class is very limited and as a result 90% learners could not deal with the texts of extended lengths. Through the introduction of extensive material inside the classroom along with the intensive reading texts and with the techniques taught to learners, they were able to read the extensive material skillfully. Towards the end the problem was reduced to 50%.

8. Recommendations

The detailed analysis of questionnaire results lead us to conclude that reading skills if properly taught instructed and practiced through graded exercises and activity types has yielded positive results as is evident in the students progress and development shown through the tables and the graphs.

The following exercises and activity types were devised and applied for teaching all the reading skills that were being questioned by the learners both at the beginning of the semester and also towards the end.

Grellet (1987) Alderson (2000) and Bears (2003) are cited as informing sources for all the below suggested activities:

8.1 Previewing

- Giving a page from a book to read and think of at least three possibilities, which the passage is about.
- Supplying the daily newspaper, with the index of pages to find an answer to your given questions.
- Giving a few minutes to skim through a book i.e. to read few lines written on the back cover of the book, the table of contents and the beginning of the preface and then asking the students some questions about the book.

8.2 Anticipation

Asking questions before the text is read to make the students aware of what they know, what they don't know. For example before studying a text about the robot: such questions as given below can be asked for anticipation:

- a. What is a robot?
- b. Is there any difference between a robot and automation?
- c. What are robots used for?
 - Giving true false statements.
 - Asking the students to look at the title and the accompanying pictures to guess about the text.

8.3 Prediction

- Giving unfinished passages to propose an ending.
- Supplying the text with missing punctuation to predict where the sentences are likely to stop and look for certain words functioning as signals of a new sentences or paragraph.
- Giving a 'gapped text' interrupted after the conjunction and link-words to imagine what the text might be.

8.4 Skimming

- Asking the students to skim through a short story and underline the sentences or words that best sum up the main idea of each paragraph.
- Supplying the articles to read as quickly as possible to decide the best suited title for each of them.
- Giving the title, the first and last paragraph of an article to find out what the article is about.

8.5 Scanning

- Providing a dictionary page and asking the students to answer the teacher's questions.
- Giving a newspaper article to find what information different persons (e.g. someone who is looking for a gap, a shopkeeper etc.) might draw from it.
- Circling the relevant information about the topic from a jumbled up text.

8.6 Vocabulary

8.6.1 Contextual clues

Matching two lists of words (words and their synonyms or antonyms)

- Finding equivalents of the given words from the paragraph given.
- Finding adjectives from the suggested paragraph which means the opposites of the given word etc.
- Providing the text to find all the words related to the basic idea of the passage and fill in the tables.
- Providing a paragraph with missing words that all derive from the same root.
- Omitting one word out of eight from the text, and asking the students to insert the most appropriate words in the blanks.
- Giving a text with one word omitted, and proposing a choice between three or four possibilities for each of the missing words (Prichard, 2008).

8.6.2 Deducing meaning through understanding word formation

- Providing words from the text to underline the suffixes.
- Asking the students to think and write some other words with the same suffixes.
- Providing the text to find some words with prefixes and to add those prefixes and to add those prefixes to the adjectives / nouns to make them negative.
- Providing a table to complete with appropriate words from the text.

8.7 Comprehension

Williams (1989), Nuttall (1988, 1996) and Greenall and Swan (1986) are used as informing source for the activities mentioned below:

8.7.1 Connectives

- Supplying a text with connectives omitted and replaced by gaps, to be filled in with two or three given connectives (multiple choice).
- Supplying a text as above and giving a list of connectives in random order / supplying a text as a above with a list.
- Giving a few groups of sentences with a linking word in each group and asking to join each of the sentences into one sentence.

8.7.2 Reference / Substitution

- Giving a list of referents with empty spaces to be filled in with the items they refer to in the text.
- Circling the referents and asking the learners to underline the items in the text they refer to.
- Supplying the text with reference items omitted and replaced by gaps and supplying a list of omitted items in a random order.

8.7.3 Ellipsis

- Framing questions that focus on elided elements.
- Signalling the ellipsis in the given sentences by means of carets.

8.7.4 Vocabulary

- Giving a table with appropriate headings according to the vocabulary required to be completed.
- Supplying a text and a diagram illustrating a lexical relationship found in it, partially filled in.
- Circling, boxing or underlining terms with the same referents, and joining them with coloured lines and giving them the same number.
- Devising questions for picking up the different items with same referents.

8.7.5 Organizing a Paragraph

- Supplying a paragraph with key sentences omitted and replaced by a gap to be filled with a correct key sentences chosen from the list of the possible key sentences given.
- Supplying a paragraph with one sentence/ sentences omitted (but not indicated by a gap).
- Supplying a paragraph in which all the sentences are scrambled.
- Giving sentences to be resembled with a question framework.

8.7.6 Organization above paragraph level

- Supplying a text with one paragraph omitted and given separately to be inserted at an appropriate place.
- Supplying a text with opening and concluding paragraph omitted and giving several opening and concluding paragraphs separately.
- Supplying a text with a topic sentence of each paragraph omitted and replaced by a gap to be filled with appropriate sentences given separately.
- Supplying a text with main headings and sub-headings to be numbered in a conventional way.

9. Conclusion

The aim of the study was to explore the reading problems of the students at the advanced level and to suggest certain skills and strategies to overcome those problems and finally to become accelerated readers.

The data analysis has revealed the fact that the majority of learners had serious reading problems in all major aspects of reading due to which they loose interest in reading. Most readers do not consciously think about the structure of the text in normal circumstances. The result is that the text may seem as a jigsaw puzzle in which parts can be identified but

the way they fit together remains obscure, so they fail to read effectively. In order to read effectively and efficiently it is desirable that the reader must study the structure, development and organization of the text, carefully and thoroughly, which will remove all the impediments obstructing the path of fluent reading

It is only then that readers are able to grasp the real meaning that a text holds and derive real pleasure and learning that is the goal of all reading. Reading causes one to reflect on one's perceptions, make distinctions of new areas of reality and become sensitive to them. As Norman Cousins (as cited in H.G. Rickover, 1974) has rightly remarked: "The proof of living is in memory, and all of us, through reading, can live five or six lifetimes in one. Through reading the sluices of the mind open up, making accessible the range of experiences otherwise beyond our personal reach."

It is thus crucial that we inspire the young to read; for if they do not read, they will never change this world or beat its manipulation.

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The Heart Divided: A Reflection on Pakistan's Emergence as a Nation State

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This paper attempts to define the terms; nation, nationalism and nation-state. Views of different theorists are brought forth and the final model of the nation-state that ushered in after the First World War is discussed with reference to the Sub-continent.

The paper will focus on *The Heart Divided* written by Mumtaz Shahnawaz. The novel is analyzed in term of its reflection on Pakistan's emergence as a nation-state in 1947 at the end of British colonial rule in the Sub-continent.

Key words/terms: nation-state; nationalism; resistance.

1. Introduction

The post World War Two era witnessed the division of the Indian sub-continent into two independent nation states Pakistan and Bharat. The Heart Divided by Mumtaz Shahnawaz is a realistic representation of this mammoth historical event. The reasons and the process of division are described by the writer through various characters. The injustices met out to the colonized by the British and the struggle of the people ultimately led to throwing off the yoke of subjugation and enslavement. Being a politically aware person, Shahnawaz firmly believed in the Two Nation Theory and she effectively propagates this through her work *The Heart Divided*.

2. Hypothesis

The struggle to gain the status of independent nation state was the story of each colonized country. This is documented in history and recreated in literature. Mumtaz Shahnawaz is a prominent voice from Pakistan. Shahnawaz highlights and attempts to present the case study of the Indian sub-continent in terms of its gaining freedom from colonial rule on the basis of two-nation theory in her fictional construct *The Heart Divided*.

3. Literature review

The term 'nation' was first used in 1882 by the French Orientalist Ernest Renan. In Renan's (1882) contention nation is like soul, it has a spiritual principle. Two things which in truth are but one constitutes this soul or spiritual principle. One lies in the past, the other in the present. He traces the emergence of the nation state to the breakup of the classic and mediaeval empires, locating its cultural provenance in specifically European political and social environment. In his opinion nations are profoundly unstable formations always likely to collapse back into sub divisions of clan, tribe, language or religious group.

Edgar and Sedgwick (2004) present a more comprehensive definition, accordingly nation state is a

political community differentiated from other such communities in virtue of its autonomy with regard its legal codes and governmental structures, head of state boundaries, systems of military defence etc. A nation state likewise has a number of symbolic features which serve to present its identity in unified terms, a flag, national anthem, a popular self image etc. Consequently nation states have political autonomy, different norms and codes with regard to their systems of social relations and a relatively independent economic identity.

Edgar et al (2004) postulate that Nationalism on the other hand presents itself not simply as a political phenomenon but also as a matter of cultural identity. As such any conception of the nation to which it refers must take account of ethnic, historic and linguistic criteria as well as political notions such as legitimacy, bureaucracy and presence of definable borders. Nationalists make a number of specific claims for the nation, which vary in relative significance according to the particular historical situation.

In Ashcroft et al's (1998) contention, constructions of the nation are potent sites of control and domination within modern society. This is emphasized by the fact that the myth of a national tradition is employed not only to legitimize a general idea of a social group but also to construct a modern idea of a nation-state in which all the instrumentalities of state power e.g. Judiciaries military and political assemblies are subsumed and legitimized as the 'natural' expression of a unified national history and culture.

According to Benedict Anderson (1991) a contemporary theorist, nation is an imagined community, born with the demise of feudalism and the rise of capitalism. Feudal hierarchies he suggests allowed bonds to exist across national or linguistic boundaries. The bourgeoisie however forged shared interests across class lines within a more bounded geography and thus created a community among people who had never met and did not necessarily have interest or outlooks in common.

Anderson (1991) asserts with the emergence of different models of nationalism, the model which gained popularity in Europe had its basis in language, as language is the fundamental element in developing national consciousness. Initially owing to the pivotal role played by the literate middle classes and the intelligentsia, nationalism appeared as all inclusive based on language identification. This model employed a democratic rhetoric speaking out against serfdom or legal slavery, later it was appropriated by the ruling European dynasties in response to popular national movements.

The final form of the 'nation-state' ushered in after the First World War, which was later cemented at the end of Second World War. Anderson (1991) contends this model served as a basis for anti imperialist struggles against the colonizer. In the colonies, the native intelligentsia and political leadership had a fundamental role in forging nationalist consciousness, as they were bilingual and had access to modern western culture in terms of awareness regarding models of nationalism, nation-ness and nation-state, that was produced elsewhere in the nineteenth century. In this sense, scholars contend, the rise of anti-colonial nationalism in colonial land was made possible by European intellectual history as it was believed the revolt in colonized lands was, due to gift of language and ideas presented by the colonizers themselves. Though in case of Indian sub-continent, the concept of nationhood existed here much earlier, the Indus Valley civilization, and the Mughal Empire are pertinent examples. However, due to marginalization of the natives in British India, a spark was needed to rekindle the flame of nationalism. In this context the intelligentsia not only showed the path to the political leadership but reawakened the masses as well. Allama Iqbal, the poet of the East, through his creative genius conveyed the spirit of nationalism not just in the Sub-continent but through out the Muslim world. Mumtaz Shahnawaz a noted politician and a writer also effectively portrayed this through a fictional construct in *The Heart Divided* (1957). The idea of Muslims as a separate nation is clearly projected by her.

Similarly in Africa, Fanon's position on national culture is immense as contained in his work *The Wretched of the Earth* (1968). In this book he reveals his oft quoted stance that cultural implications of colonialism lead to its anti thesis the anti colonial struggle. Fanon's evolutionary scheme advances three distinct phases-the assimilationist phase, the cultural nationalist phase and the nationalist phase. In Fanon's view, the nationalist phase is also the fighting phase in which the native man of culture 'after having tried to lose himself in the people and with the people, will on the contrary shake the people'.

With reference to the Sub-continent, Partha Chatterjee (1993) contends the relationship between anti colonial and metropolitan nationalisms was structured by an intricate relationship of both borrowing and difference. He locates the processes of ideological and political exchange in the creation of nationalism in particular in the sub-continent. He asserts the significance of an ideological sieve through which Indian nationalists filtered European ideas about nation-state.

Hence nationalism that emerged in the Indian sub-continent due to efforts of political leaders Muhammad Ali Jinnah, Mohatma Gandhi and Jawaharlal Nehru was not modeled upon simple imitation of western models but it was an embodiment of the ideology, culture, and religious norms of the major communities in the sub-continent. Consequently Muhammad Ali Jinnah presented the Two-Nation theory for creation of an independent Muslim state within the sub-continent. However as the Indian leadership was well conversant with the western ideas and being bilingual they were able to put forward their premise convincingly to the British, leading to the independence of sub-continent in August 1947. Similarly all over Asia and Africa anti-colonial nationalism worked in and through a formula of divided world. This was the case in most of the countries of Asia and Africa colonized by the Imperial powers.

4. Methodology

The methodology for this research paper is based on the

textual analysis of the novel *The Heart Divided* within the parameters of the hypothesis stated earlier.

5. Data collection and analysis

(The Heart Divided (1957) : a textual analysis)

Shahnawaz's *The Heart Divided* ostensibly describes the pre independence era and brings to life an authentic account of events which shaped the Pakistan movement. To Talbot (1996), 'It provides valuable historical insights into the social and political out look of the upper class urban Punjabi Muslim society from which the author came'.

The novel has two distinct perspectives. First and foremost it is a counter narrative and provides a realistic view of the colonial encounter in the sub-continent from the perspective of the colonized. Shahnawaz brings forth the resistance of the colonized, in particular the struggle of Muslims for gaining independence and the role of Muslim League in promoting the spirit of nationalism amongst the Muslims.

Secondly the novel is in many ways auto-biographical. The writer draws upon heavily on her own personal political background in the text, as she had first hand experience of politics and was involved in the freedom movement, the writer's career served as a model for Zohra, the female protagonist in the novel.

Shahnawaz examines the pre partition era, the focus is on the period between 1930 to 1942. The writer weaves the many dimensions of these turbulent years, when political forces of Muslim League and the Congress forged the future of the sub-continent towards independence. The writer examines a society caught between the two phases, the traditional culture in contrast to the new trends set in by the British. The polarity is evident in the aggregation of opposites. The old order represented by Sheikh Nizamuddin and the new order in Zohra's character.

The text as a representative literature of the era

demonstrates different incidents and events in pre-partition India. The novel is set in the city of Lahore. The plot centres around the family of Sheikh Jamaluddin, an eminent lawyer and the head of an established Muslim family. Zohra is his younger daughter and is the central character in the story. She has socialist views, and is depicted as unconventional in her ideas, in contrast to the traditional values.

The novel examines the issue of nationalism. The writer refers to disillusionment of the Muslims with Congress party's policy of dominating the minorities and usurping their rights, a discussion ensues between two characters Mohini and Zohra, Mohini questions:

'But why the Muslim League remains out.
We are fighting for freedom, the freedom of
all of us'.

Zohra's uncle Saeed Ahmed replies:

'That is just it! Freedom for the country
must mean freedom for all, but the Muslims
feel that unless their rights are safe guarded;
it will not mean freedom for them that is
why they are not in it'.

Sughra asserts convincingly, Muslims would join them only, if they were given assurance that:

'Freedom must mean freedom for all, what
good is freedom if it means only a change of
master – the Hindus instead of the British?'

(Shahnawaz: 1957).

The writer has given voice to the Muslims of the sub-continent. The events presented here have their basis in historical facts. The reality is that Muslims had become disenchanted with Congress and its biased policies, which marginalized them and failed to consider them as equal partners. Consequently this became a reason for formation of Muslim League as a representative party of the Muslims in

the sub-continent. In another incident, Shahnawaz reinforces the idea of Muslim nationalism, Sheikh Jamaluddin while conversing with his daughter Zohra reminds her about the history of Muslims in the sub-continent:

‘You know, how we ruled here for nearly 800 years, and you know how the country prospered and art and culture flourished in that period...you also know the way by which British came here first as traders...When India became weak, how they exploited our weakness to become our rulers...the Indian people realized this too late, that when they did they rose up in revolt, and it was Muslims who led that rebellion in 1857...’

Jamaluddin asserts that under this pretext the British had crushed the Muslims and had oppressed and weakened them in every possible way. To Zohra, this is amazing as the history books which she had read had presented a totally different perspective. Here the writer refers to the biased policies of the British, and examines the colonial practice of using texts and textuality as a tool for imperial control and subversion. This illustrates the colonial perception of the relation between knowledge and control.

Shahnawaz demonstrates the nationalist feelings of the natives by narrating another incident. Mohini and other Congress activists were arrested by the authorities and put in Jail for their widespread protests against colonial government. Mohini sends a copy of her trial statement to be printed in the newspaper. The statement is a document of resistance to colonial rule and clearly reflects the feelings of the people of Hindustan:

We, citizens of Hindustan and members of the Indian National Congress, have only this to say, we don't recognize this alien government that has enslaved and imprisoned our people, and any laws made

by it are not binding upon us. We do not recognize this court, nor has it any authority to judge us. Freedom is our birth-right and for freedom, we shall continue to fight come what may. As members of the congress, non-violence is our creed and our struggle shall be non-violent nor can the harsh oppression or the violent might of the Government stop the march of freedom. Onward into battle sons and daughters of Hindustan! Long live our Mother-Land. The day of freedom is dawning.

By presenting this incident, the writer reveals her own nationalist feelings and resistance to colonial rule.

The text as historical document represents a true picture of the events that took place in the sub-continent. In the novel *Shahnawaz* examines the atrocities committed by the Congress on the Muslims, in connivance with British, marginalization of Muslims had begun in Hindu majority provinces. The suffering of the marginalized is revealed by Sadia who suffered this repression in Bihar:

‘You don’t ask me sister, you lucky ones cannot imagine our plight! We are now slaves twice over, slaves of the British and slaves of the Hindus...In a thousand ways. In all those little ways that make one’s daily life difficult. In my husband’s village the Maulvi is not even allowed to say the ‘Azan’ in peace. At the hour for prayer, bands of Hindus come parading in front of the mosque, beating drums and shouting anti-Muslim slogans and once...a dead pig was thrown into the mosque.’

Similarly *Shahnawaz* refers to another controversial issue which pertains to the Vidya Mandir Scheme. Under this programme, the Hindus had plans to further marginalize the Muslims, which would make the future generation of

Muslims to lose their language, culture and even their faith. The Vidya Mandir Scheme was basically part of the Wardha Scheme of education. Under this scheme, images and idols of Hindu gods and Goddess were placed in the schools, and children were forced in the idolatrous worship of Hindu Goddess of learning and had to bow and kneel before the photograph of Gandhi. Muslim children were forced to discard token of their own religion, and instead of traditional greeting Assalam-o-alaikum, were made to sing, 'Bande Matram'.

The writer asserts her strong resistance to the above policies as is evident in the text, in her perception these were constructs aimed at indoctrination of Muslims. In fact this amount to 'interpellation of the subject', as in Althusser's (1971) view hegemony is achieved through ideological state apparatuses such as schools, church and political system. Given the fact that earlier British missionaries had established Convent schools through out the length and breadth of India in pursuance of their goal for conversion of natives to Christianity and now there was the Vidya Mandir Scheme by Hindus. As a consequence of these hegemonic practices, Muslims decided for a solution, which lay in having an independent homeland. The writer refers to the modalities of the historic 'Two Nation Theory' by presenting a discussion between two characters Kamal Haider and Sughra. Here Shahnawaz reinforces the issue of 'nationalism' and endorses the fact that 'nation' is one of the 'strongest foci' for resistance to imperial control. As stated earlier the concept of 'nation' in the postcolonial discourse pertains to the idea of a shared community which enables colonized societies to invent a self image, on the basis of which they act to liberate themselves from imperial oppression.

In the novel, Kamal Haider presents the idea of creation of an independent state for the Muslims of India, while conversing with Sughra:

'I mean that India is large and diverse. It's not a country it's a sub-continent...the Indian

racess are many and each has its own religion and culture and language and customs... The two main people in India however are Hindus and the Muslims, and they are very different from each other, each has its own religion, language, culture, customs and nomenclature. They are two separate nations...In addition to this while there are areas in India where the Hindus are in a majority, there are others that are predominantly Muslim...So I believe in a separate Muslim state... India must be divided. ...This idea was first suggested by Iqbal in 1930...'

Sughra question;

"Then you really think it's practicable?"

Kamal Haider replies;

"Of-course...The new state would comprise Punjab, the Frontier Province, Kashmir, Sind and Baluchistan...And there would be another state in Bengal in alliance with it.'

Shahnawaz further substantiates that Muslim are a separate nation through Kamal Haider, who enthusiastically utters:

"Just think Sughra", he said, "our own state to live in as free men to work and play and worship in our own way without let or hindrance. To develop once more our national genius to see again the blossoming of our language and our culture on our true Islamic principles whereby all men will be equal"

Surghra catches Kamal Haider's fire and asserts:

To build a society where women will get

their birthright...and hunger and want and ignorance will be no more.

In another incident Shahnawaz reinforces the notion of Muslims as a separate nation. In a conversation between Ahmed and Zohra, Ahmed asserts:

'The trouble is that in India nationalism has begun to mean thinking and living in the Congress way and in that way only...The Congress awakened the people a great majority of whom were Hindus, and it was but natural that their art, their language and their philosophy develop and come into greater prominence.

Zohra remarks:

'I don't quite see'

Ahmed continues;

'Let me put it in a different way. India is vast and has many people? Many cultures, religions and languages...if we tried to impose a single culture or way of life on all, it would be disastrous... people would resent it and rebel against it as India is a multi-national state.'

Zohra replied;

'I see, I see now'

Ahmed elaborates;

The Muslims began to feel that their language and culture and religion would be swamped and so when the Muslim League brought them political consciousness they began to do all that they could to develop

their own art and literature... and hence the rise of the League and the demand for Pakistan is a consequence... the reasons as you have seen are cultural, economic as well as religious. And you hear the cry for Pakistan which is an expression of the Freedom urge of the Muslim people.'

Using the text as a historical document, Shahnawaz records the details of the marathon Lahore Resolution of 1940, which was to change the destiny of Muslims. The presence of Quaid-e-Azam Muhammad Ali Jinnah in the session, and the reaction of the crowd is ostensibly described.

6. Conclusion

To conclude Shahnawaz has realistically presented the Muslim predicament in the colonial era in *The Heart Divided*. The novel presents the firm determination and resolute struggle of the Muslim political movement in the sub-continent which ultimately led to the creation of Pakistan. The text focuses in particular on the role of Muslim League in the political reawakening of the Muslims and their demand for a separate homeland on the basis of the Two-Nation theory. Hence the novel's significance as a historical and political document is commendable.

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References should be listed in an alphabetical order in the reference list. Examples of referencing different sources are given below:

Book

Bates, A., W. (2000). *Managing technological change: Strategies for college and university leaders*. San Francisco: Jossey-Bass.

Chapter in book

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Conference proceedings

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Sixth National Rural Health Conference, (Retrieved <date in figures>)

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