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Zoobi Waqar

Action Research on Early Childhood Teachers at San Francisco State University Head Start

Nighat Ahmed

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Nighat Sultana (Principal Author)

Amina Ayaz (Co Author)

Language Contact and its Implications

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Derivation of Ambiguities in Attributive Structures

Fu Jiwei

Backward or Advanced – A Re-evaluation of Chinese Characters



NATIONAL UNIVERSITY OF MODERN LANGUAGES
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From the Editor-in-Chief

We present to you this issue of the NUML Research Magazine (NRM) with renewed hope and zeal that, with each publication, you will be led into a whole new way of being that is intellectually exciting as well as provocative. The bare facts of NRM's momentous past and present exhort us to commit ourselves to real issues in research, and in unbroken composure, work out our own ideal of the high office of the true visionary realist. All contributions, now and ever, will be committed to this noble end.

NRM has set high ideals for itself. Researchers, contributing from home and abroad, are resolved to produce high quality papers, and with a more experiential approach to learning and research, will enhance the status and quality of research and educative being inspired by research.

It is heartening to present this issue with its thoughtful contributions that have a broad base and with their critical competence and research orientation, will open a 'discourse of possibility' for the new researchers. To this end, I hope the material presented piques scholarly interest and challenges researchers toward integrating the many areas of communication in a variety of disciplines, and begin to practice and perform in a truly grounded approach to research and writing research.

In this intense moment, we dedicate this issue to Dr Riaz Hassan, the first Editor-in-Chief with a solemn pledge to make NRM a shimmering icon for the research aspirants in time. Enjoy!

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Action Research on Early Childhood Teachers at San Francisco State University Head Start

Zoobi Waqar

Abstract

This paper deals with action research conducted at San Francisco State University (SFSU) Head Start during the last 4 years at 10 Grantee Operated Centers. This program involves 54 teachers and provides comprehensive services to a total of 1,404 children in the city and county of San Francisco, California, USA. As Education/ Early Childhood Manager at SFSU, this researcher observes that there are multiple factors responsible for the decline of ECE teachers' professional standards, and in this paper, she explores and shares with readers the continuous and different levels of professional development processes carried out to address the pedagogical needs of teachers and prepare ECE workforce for years ahead.

Keywords: Early Childhood Education, teacher training, action research.

1. Introduction

In present times, the field of early childhood education has experienced more social transformation than any period in history. Every early childhood institution is unique in how it is affected by diverse factors such as experience, level of the early childhood teachers, the socioeconomic levels of families, the conditions of the child development centres, the diversity of languages and ethnicities in the preschool community, and new local, state and national mandates.

In the ethnographic/action inquiry, the focus is on the constant challenges faced by Early Childhood Education (ECE) Programs managers at San Francisco Head Start Programs in regards to hiring, retaining and training of ECE teachers. The San Francisco Head Start (SFHS) is a federally funded program providing an array of free services such as health, mental health, nutrition, disabilities, social services and education to a total of 1,404 children in the city and county of San Francisco, California, USA. In this participatory action and reflective model, the focus of the project will be the grantee-operated centers, although the program serves delegates and partner agencies as well. The ten Grantee Operated Centers under this project serve 312 children in high need communities of San Francisco. A total of 54 teachers deliver services to children and families.

I would like the readers to experience with me the multi-dimensional issues that the early childhood education

field is going through. Many experienced professionals working in the field are faced with a conundrum, while they prepare early childhood teachers to teach in a continually changing multiethnic American society. It is searched and experienced that the gap between theory and practice is widening. Academic knowledge, for some, does not have the same currency as practitioner knowledge. The tension between content knowledge and practitioner knowledge becomes more critical when teachers from diverse cultures have language problems.

This paper chronicles my journey into early childhood education, teachers and their pedagogical practices. In Introduction, I share the information about San Francisco Head Start Programs. In section two, I discuss the issues in the literature and research in the early childhood teacher education. In section three, I provide the rationale for the living inquiry. Section four illuminates the action research methodology under taken. Section five deals with different levels of inquiry that address the research questions. Section six is a discussion that reveals the continuous program analyses. The paper concludes with implications for global investment in Early Childhood Education.

2. Literature Review

‘Parents can’t afford to pay, teachers can’t afford to stay, there’s got to be a better way.’ This is a common sentiment held by professionals in early childhood education. A longitudinal study by Herzenberg, Price and

Bradley (2005) states that the ECE field in the United States has, indeed, been unable to attract and hold on to qualified teachers over the past two decades. The data from their quantitative study shows that a lower share of center based early childhood educators in several states of America have a four year college degree than in early 1980s. By the year 2000, less than a third of center based early childhood educators had a college degree in the United States. Education levels are even lower in home based ECE. The data indicates that college graduates have enjoyed expanding career opportunities in other disciplines. As a result, programs managers often find that individuals with low education levels and no specialized training are joining the field of early childhood education. The qualifications of early childhood teachers matter, first, because high-quality early childhood education improves long term academic outcomes for children and delivers benefits to the community that far exceed programs costs and, second, because high-quality ECE requires educated and experienced teachers. (Burton Alice, Marcy Whitebook, Marci Young, Dan Bellin, Claudia Wayne, Richard Brandon & Enn Maher, 2002).

High quality early childhood education programs improve reading, arithmetic and language abilities (Lynch, 2004). Researchers have cited the absence of data as a central reason for the lack of knowledge about the ECE workforce. For example, Burton et al. (2002) state that data sources offer little information about the size and composition of this complex ECE workforce, including

educational qualifications and other demographic characteristics (Burton, Whitebook, et al., 2002). The above research also shows that high quality early childhood education programs improve outcomes for children in and to the society, and the importance of more quality staff to achieving those long-term benefits.

Based on longitudinal studies, Lynch (2004) argues that the benefits of high-quality pre-school programs occur with increasing adult-child ratio. Delivering high quality preschool education requires high-level skills and abilities of ECE teachers. Consistent with the complexity of work, Lynch also demonstrates that the quality of ECE hinges on teacher experience and qualifications. In light of the research evidence, concern has grown across the United States about the difficulty of attracting and retaining experienced and educated teachers in the ECE field. Despite this concern, no data exists that tracks the educational qualifications of early childhood educators over time.

Coping with staff turnover in early childhood programs is a constant struggle, not only for administrators but also for children and their families and the staff who remain behind. Losing staff can have a detrimental impact on programs quality, leading to negative developmental outcomes for children (Whitebook, Howe, & Phillips, 1990; Howes & Marx, 1992; Kagan, Brandon, Ripple, Maher & Joesch, 2002). Both administrators and teachers, by examining the climate of their organizations can effectively

strategize to improve staff retention. In my experience as Education/Early Childhood Manager at SFSU, issues of compensation, professional development, and working conditions for staff are critical components of the struggle to retain teachers and increase quality in early childhood programs.

Teachers of young children are increasingly challenged to have more sophisticated knowledge of children's capacity to learn and strategize to help each child in their learning and development. Bowman, Donovan, and Burns (2001) explain that there exists a serious mismatch between the preparation of early childhood teachers and the expectations for their jobs: that is, individualizing teaching strategies for young children. Moreover, according to recent Federal and State mandates, preschool teachers are required to have bachelor's degrees by 2013. This legislation has created an implementation goal for San Francisco Head Start Programs and similar organizations.

Presently San Francisco Head Start Programs has ECE professional development opportunities that are provided mainly through City College of San Francisco (CCSF) and San Francisco State University. The city also counts on a number of different agencies providing small grants that support individual's efforts to continue their education in Early Childhood Education. This approach has resulted in a number of Head Start and other preschool teachers who, while making the effort to attend school and continue their education, find themselves with a high

number of ECE courses yet unable to obtain their Associate of Arts diploma (AA) Bachelors of Arts degree (B.A.) because of the lack of adequate general studies classes offered, such as Math and English, that meet the needs of teachers that are English learners. Other challenges that hinder Head Start and other early childhood educators efforts to obtain their AA diploma or BA degree is the fact that most of them are women working full time who take care of their own families, while most institutions of higher education offer limited skills on connecting theory to practice.

The need for the inquiry was also driven by the results of two Needs Assessments conducted with teachers in the programs of city and county of San Francisco. These two assessments included, firstly, the San Francisco Pre-School for All Plan, and secondly, the Head Start Community Assessment 2004, (self-assessment of the programs) and Achieving a High Quality Preschool Teacher Corps: A Focus on California (National Council of La Raza, Brief Report, 2005).

3. Rationale of the Study

Hiring qualified and professional ECE staff that has a thorough understanding of child development, assessment and evaluation is not only a requirement, but has become a challenge at San Francisco County. As an Education / ECE manager at SFSU, I have observed that there are multiple factors responsible for the decline of ECE teachers' professional standards as discussed in the introduction and

literature review of this paper. When the study started in June 2006, out of 54 teachers, only 9 teachers had their B.A. The demographic information of the centers and educational levels of these teachers is as follows:

Each center has two to four classrooms. Each classroom consists of 16 children with two adults/teachers. One is a lead teacher with mostly Bachelors of Arts in early childhood working with an assistant teacher having a minimum of 6 to 20 ECE units after a high school diploma (Grade 12).

The growing ethnic, racial, and economic diversity of our classrooms is demanding new strategies and skills in communication, instruction and curriculum development. At the same time, Head Start performance standards (rules and regulations mandated by Federal Head Start Bureau), budget cuts, Federal and State mandates, child outcomes as the measure of programs success places higher benchmarks that may overwhelm teachers, managers and parents. A question arises, do we need to keep in mind as we think systematically about the center, whether a nurturing place for children must also be a good place for teachers to work in.

The current broader goal of improving the quality of child development centers has led to raise standards for higher levels of practice. Like other innovative programs, our education programs utilized Classroom Assessment Scoring System (CLASS, 2008) to measure quality of the

center.¹ The social-emotional environment of a workplace defines organizational climate. It includes the ways in which co-workers and supervisors relate to and communicate with each other. Our agency thrives on good communication system and having well defined programs philosophy encourages professional commitment thus placing higher expectations on its employees. My working relationships with teachers is based on the vision for curriculum, values of respect, trust, commitment, appreciation, honesty and responsibility to serve children, families, staff and the community.

I claim that recognizing the importance of early learning experiences for young children's school readiness and lifelong success is dependent upon the premise of evidenced based practices and the best child outcomes in early education, particularly in the area of professional preparation of teachers and involving parents in their child's classroom. The conceptualization of child development courses in ECE programs in North America have been purported to provide a universal basis for professional practice with children without considering the alternative existing curriculum contents and research methods that critically ask more than the understanding of child development and diversity. However, the challenge faced by every teacher is to ensure that each child reaches

¹The Classroom Assessment Scoring System (CLASS) is a research based tool to help teachers improve the quality of their interactions with children through emotional support, classroom organization and instructional support. CLASS also provides professional development supports to teachers.

her or his fullest potential. Often we cannot view what that potential is at preschool age, but, it is still our responsibility to coach, guide, train, encourage and support teachers to achieve the knowledge and skills to work with culturally diverse children.

The current version of the federal education law, 'No Child Left Behind', has created many challenges for educators. Helping young children meet all the above stated standards has become a central activity in our lives. Within our agency, we use curriculum and assessments that are part of each teacher's daily practice. Furthermore, clarifying what is meant by specialized training in early childhood education and child development, and under what circumstances it advances teacher behavior, is of the utmost importance in this inquiry. This inquiry raises questions that require investigation, particularly with regard to these thresholds:

1. How to retain San Francisco Head Start teachers?
2. What methods should we implement to provide professional growth?
3. How to narrow the gap between theory and practice: the different training models?
4. How to assist the ECE teachers by providing specialized trainings in early childhood development to improve pedagogical practices?

Therefore, one of the primary objectives of this research was to develop and implement a professional

academic and training model to increase teacher's practical knowledge, their understanding of San Francisco Head Start performance standards, policies and procedures, therefore improving the quality and long term effectiveness of programs services to children and their families.

4. Methodology

4.1 Action Research

Building on the work of Dewey, (1933), Donald Schon (1983; 1987), Grimmet, Riecken, MacKinnon & Erickson (1987) Head Start has developed a form of ethnography/action research as the programs is delivered to provide services to children and families through the programs systems that encompasses planning, implementation, evaluating and modifying that formulates into a reflective inquiry. It is a collaborative inquiry that aims to address its mission and serves the needs of the targeted population solving practical problems in organizations and communities.² This form of research employs a variety of methods for generating data; including, observations, interviews, parent and teacher surveys, coaching/mentoring, and double loop learning.

All the steps in the action inquiry aim towards improvement and involvement. Involvement refers to the social inquiry in which participation of teachers in all

² As a practitioner, I endorse Schon's work that has been an important source of stimulation and insight to educators everywhere. Conceiving of teachers as reflective practitioners helps those who educate teachers' reformulate both their goals and the strategies needed to reach those goals.

phases of planning, acting, observing and reflecting; improvement in their daily practice. In my existing role, I am also a trainer and mentor that involves a threefold task: firstly to make sense of and respond to the substantive issue of learning/teaching in the situation at hand; secondly, to enter the teacher's ways of thinking about it...teacher's understanding, and thirdly, to do these things through encouragement, advice and motivation to make defensiveness less likely. Moreover, other specific duties include, providing programmatic support to in-service teachers; coordinate training and technical assistance based on teacher performance and child outcomes to maintain high quality; collaborate with community agencies to bring innovative resources and provide leadership in the development and implementation of the programs.

Although this action research model is now also being implemented with our community partner agencies, at this time due to space and time constraints, this systematic action research focuses working with 54 ECE in-service teachers.

4.2 Action Plan for Teachers

This action approach was founded on the epistemological view that knowledge and understanding are transferable and individual teachers will improve practice through encouragement, knowledge and understanding. Our agency considered a variety of efforts to work actively with all teacher participants in:

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1. Helping teachers apply for their California teaching credential
2. Offering free ECE courses in the evenings
3. Courses offered at City Colleges were reimbursed
4. Teachers that met their educational requirement in their teaching/professional career ladder were promoted and their salaries package was improved.

Next, the different service area systems were developed (Community & Partnership with Families; Health & Nutrition, Disabilities & Mental health, Early Childhood Development & Education, Facilities, Information Technology, Monitoring, systems created by Programs operation managers), as agency requirement and implemented to provide technical assistance for center staff (teachers, family advocates, enrollment/recruitment workers and center directors) for the purposes of providing direction on all matters related to programs performance, accuracy, compliance with applicable standards, policies and regulations.

Moreover, teacher training and technical plan was established with objectives, timelines and responsibility, and the identified staff for the training, based on staff survey and staff performance appraisals. The training plan included large group trainings and small group trainings specifically designed to address the individual needs of teachers and center needs.

5. Analyses and Discussion

In this collaborative inquiry that took place at different levels of program operations, a high level of correlation was identified among teacher formal education and specialized trainings. These professional growth opportunities lead to analyses which substantiate the contributions of trainings and education. Most of the teachers were supportive and received their teacher credentials (site-supervisor permit, teacher permit, associate teacher permit) that required taking ECE courses and in-service trainings.

Among the findings using the categories like providing professional growth opportunities, raising the standards for teaching positions, providing continuous in-service and pre-service trainings, coaching and mentoring on site, motivated these teachers to advance in their education. Currently we have 18 lead teachers with their B.A. and 7 lead teachers with diploma level of Associate of Arts (A.A.). Out of 7 lead teachers with A.A., currently 4 teachers are enrolled in general ECE courses and are working to receive their B.A. A total of 6 assistant teachers have 24 ECE course units who are working towards their A.A. diploma. Those teachers with B.A. and A.A. and years invested in SFHS have played a prominent role in predicting center quality. Notably, it would be reasonable to say that B.A and A.A. degrees were not the only factors for center quality, in-fact, the retention of staff and their

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specialized ECE in-service trainings; and better salary structure was also instrumental in programs quality.

An effective course of action was developed that included, group conversations/meetings for reflective practice, preparing clear accurate and well-organized reports in a timely manner, developing communication skills, listen and encouraged to ask questions and effectively elicit information; establish and maintain effective relationships with children, and parents. Observation and monitoring analyses indicate that all teachers in the centers that received session trainings, on site individualized coaching, supervision, feed back and trainings improved their teaching skills and interactions with children.

Results of Children Outcomes/Desired Results Developmental Profile Plus (DRDP)³ over the past four years have also shown that the training strategies and actual content of trainings, focusing on different aspects of the service area—system and its curriculums have provided support to teachers understanding of child development theories and practice by narrowing the gap between the preparation of ECE teachers and the expectations for their roles and responsibilities. These selected teaching approaches, combined with developmentally appropriate

³ DRDP is a legislative mandate based on Head Start Programs Performance Standards. Head Start Performance measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes. This Desired Results Developmental Profile has also been mandated by California State Department of Education and has been revised.

practice have been productive in gaining positive child outcomes. However, some components of this model are still under consideration, for example, teacher language and communication skills to speak with a child who represents a different language and culture of the teacher.

6. Conclusion and Recommendations

Throughout this action inquiry at San Francisco Head Start, we have learnt that the impact of this project is multi-level and transformational. It affected the children, the early childhood teachers, the families and the community. The children benefited being taught by certified early childhood educators, which prepared them to succeed in preschool. The training plan constituted Head Start standard requirements, different curriculum theories and approaches, alternative teaching strategies, classroom management, time management, team building, behavior management that provided a solid understanding of sound ECE practices. It was discovered that this action research invoked participants' critical thinking, improved reading and writing skills that made them effective in their jobs.

As I continue on my social research journey, I strongly endorse that this model of action research has global implications to make strategic investments now in ECE workforce to prepare future generations of ECE professionals. This model of collaborative action inquiry at San Francisco Head Start has provided a living research platform for teachers, parents and children that provide a framework, which can be accessed by any other Head Start

or ECE educational institutions locally, nationally and globally. This is largely a question of resources and community will. We should set preschool teacher qualification standards and put together resources to make educational opportunities available to current and prospective ECE teachers, clarify the teacher training and compensate teachers sufficiently to retain them in service. The question of higher standards in early childhood education, however, still remains an academic one.

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Aluko's *One Man, One Matchet*: A Postcolonial Text

Nighat Ahmed

Abstract

This paper explores T.M. Aluko's *One Man, One Matchet* (1964) as a postcolonial text. The novel is analyzed in light of postcolonial discourse theory with focus on issues like race, representation, resistance and nationalism. The postcolonial era witnessed the flourishing of a new literature in Nigeria and this trend had its sources drawn from both the traditional oral literature of Africa and the new trend imposed by the colonizer. This literature was written in English, and consequently postcolonial writings began to develop in Nigeria. The writers advocated through their works the impact of colonialism on native culture and the struggle of the colonized for gaining freedom from vicious colonial rule.

Keywords: postcolonial, representation, resistance

1. Introduction

This paper attempts to present colonial predicament in Africa in general and Nigeria in particular. Colonialism had a deep impact on the literature of the colonized. Loomba (1998, p.70) traces out the relationship between colonialism and literature. In her view literature has a pivotal role in both colonial and anti colonial discourse. This can be illustrated by the fact that English literary studies were introduced in the colonies via the system of education for serving colonial interests in terms of propagating the ideology of 'white man's civilizing mission' and of his superiority.

This is substantiated by Gauri Viswanathan (1990, p.3). To her, English literary studies became a mask for economic and material exploitation in colonies. She asserts that British parliamentary documents provide compelling evidence for the central thesis of the investigation that humanistic functions traditionally associated with the study of literature for instance in the shaping of character or the development of aesthetic sense or the disciplines of ethical thinking are also essential to the process of sociopolitical control. Such forms of cultural control were aimed at suppression of indigenous creativity and intellectual traditions. Hence literary production in the colonies was disparaged and discredited.

Further, the devaluation of native literature by Euro-centric critical practices and insistence on the excellence of

Western texts with reference to their role in imparting the supremacy of western values and culture became an issue of much rancor and resentment for the colonized.

As a consequence, postcolonial literature emerged in the former colonies to counteract the over whelming cultural claims by the colonizer. In Ashcroft et al's (1989, p.83) view, English literature in former colonies resulted in the appropriation and dismantling of the model of 'centre' and 'margin' and, the notion of power inherent in being at the centre.

Hence what was at the margin is now at the centre. Consequently, the postcolonial discourse theory evolved and is built around the concept of resistance. It revolves around experiences of various kinds: migration, slavery, suppression, nationalism, resistance, representation, race and gender. Hence the postcolonial literature, which emerged, represented distinctive regional characteristics of the former colonies but, in particular, they were documents of anti-colonial struggle of the colonized and address the issues mentioned here.

2. Research Issues

As a postcolonial text, the study of Aluko's novel *One Man, One Matchet*, is directed by the following questions:

1. How is *One Man, One Matchet* a document of protest against colonialism?

2. How and why are the issues of race, representation, resistance and nationalism important to the writer?

3. Literature Review

In the postcolonial era, a new trend of literature flourished in Nigeria that drew its sources from both the traditional oral literature of Africa and the new trend imposed by the colonizer. This literature was written in English. Consequently postcolonial literature began to develop in different countries of Africa. These writers advocated through their works the impact of colonialism on native culture and the struggle of colonial subject. In Nigeria, Chinua Achebe and Wole Soyinka are two prominent voices, who are both critics as well as writers. They assert the need to recover and build upon the unique African view of art, its functions, the role of the writer and the stress on its difference from the European models.

Achebe (1965) insists on the social role of the African artist and the denial of the European pre-occupation with individual experience is according to him the distinctive feature of a unique African aesthetic. Achebe presents this in his famous essay 'The Novelist as a Teacher.' He says:

The writer cannot expect to be excused from the task of re-education and regeneration that must be done. In fact he should march right in front...I for one would not wish to be excused. I would be quite

satisfied if my novels (especially the one set in the past) did no more than teach my readers that their past with all its imperfections – was not one long night of savagery from which the first Europeans acting on God's behalf delivered them. Perhaps what I write is applied art as distinct from pure art. (p.45)

In an earlier essay 'Africa and Her Writers' (1963, p.19), Achebe discussed that the main feature which differentiated African artists from their European counterparts was that for them, the social functions of writing was supreme and they told their myths and legends for a human purpose. Ashcroft et al (1989, p.126), assert that sentiments similar to Achebe's were endorsed later by Soyinka and other critics. To Achebe, the myth of 'universalism' is of great importance to postcolonial writers because it is this notion of a unitary and homogeneous human nature which marginalizes and excludes the distinctive characteristics of postcolonial societies. The universality of writers has been invoked in literature as an infallible sign of their stature. In Ashcroft et al's (1995, p.55) view, the myth of universality is a primary strategy of imperial control. Whereas for Achebe, the universality myth has a pernicious effect which denigrates the postcolonial text on the basis of an assumption that 'European equals universal, Achebe strongly reacts to this in his essay 'Colonialist Criticism':

I should like to see the word 'universal' banned altogether from discussions of African literature until such a time as people cease to use it as a synonym for the narrow self serving parochialism of Europe until their horizon, extends to include all the world. (1975, p. 9)

Soyinka, a prominent Nigerian critic analyzed the inter-connecting worlds of myth, ritual and literature in Africa. In his contention, the African world perceives itself as a cultural entity and hence the difference between the pervading western literature. The two prominent works of Soyinka, *Myth, Literature and the African World* (1976) and *Art, Dialogue and Outrage* (1988) were an introduction to the former colonizers and the West to his art and the theory of culture. Soyinko had a radical approach to liberate black Africa from its crippling legacy of European Imperialism. He envisioned a 'New Africa' that would escape its colonial past by grafting the technical advances of the present onto the stock of its own ancient traditions. Native myths, reformulated to accommodate contemporary reality, were to be the foundation of the future opening the way to self retrieval and cultural recollection.

Ernest Emenyonu (1971), in his article 'African Literature: What does it Take to Be its Critics?' postulates that African literature has come to mean several things to several people. To some, it is a tool for the literate African's assertion of his cultural heritage – in terms of

presenting the excellence of a black culture on a white dominated world. To others, it means a 'new literature of the world' with its authentic and original genre, themes and message. To a few people, African literature in all its ramifications represents a mere appendage to British or French literature since most of the Africans write chiefly in English or French. Yet to most others it is simply a political document of protest against the assumptions of colonialism and imperialism as they relate to the world of the black man. Hence African (Nigerian) literature is chiefly a literature of protest against the colonizer and deals with the anti-colonial struggle of the colonized. Besides this, the writers present their world view and their culture through their works.

4. Methodology

The mode of inquiry for this research paper is qualitative. It is based on textual analysis. The postcolonial theory will formulate the theoretical framework and form the parameter for analysis and discussion of dialogues from the novel with their semantic meaning in the backdrop of issues pertinent to postcolonial theory.

In the process of analysis, discussion of the textual material has been limited to the research premise namely issues like race, representation, resistance and nationalism.

4.1 Colonialism in Nigeria

A brief historical overview of colonialism in Nigeria is given here for better understanding of the context of the novel. As accounted in *New Encyclopedia Britannica* (2003, pp.894-898), Nigeria, one of the largest West African coastal states has an area of 356669 square miles. The earliest Nigerians were the Nok people. The Southwest region of Lake Chad was ruled by the Kanem-Barno during the eighth century. By the 1300s, the empire of Kanem-Barno was a flourishing centre of Islamic culture. In the fifteenth century, Nigeria was a prosperous country with great civilization and trading. By the late sixteenth century, the Kanem-Bornu broke up and the Hausa states gained independence. In the nineteenth century, the Fulani took dominance in the lands of Hausa. In the West, Yoruba had their own states, and the Ibo had control in the East. Modern Nigeria dates from 1914 when the British protectorates of Northern and Southern Nigeria were joined. The country became independent on October 1st, 1960 at the end of British colonial rule. English is the official language of Nigeria, a legacy of the colonial rule. Presently the country comprises of three main ethnic groups of which Hausa are the most numerous and the northern region is dominated by them. The Hausa have become integrated with the minority Fulani. A great majority of both groups are Muslims and they control the administration of Hausa towns.

Another large and politically dominant group consists of Yoruba speaking peoples of south western Nigeria. Like the Hausa and the Fulani, they have ancient connections with the Middle East. The Yoruba are basically farmers and they live in large pre-industrial cities. Each Yoruba sub-group is ruled by a paramount chief or Oba, who is supported by a council of chiefs. The Oni of Ife is the spiritual leader of Yoruba and Alafin of Oyo is the traditional political leader. Both are the most powerful rulers in Yoruba areas. The third ethnic group comprises of Igbo speaking people. This forms one of the largest ethnic groups in Nigeria.

The linguistic situation of Nigeria is quite complicated as each ethnic group has its own language which further has many dialects. Thus the major languages of Nigeria are Hausa, Yoruba, Igbo, Ibibio Kanuri, Tiv and Ijo in that order. Hausa is the most widely spoken language.

There are three main religions in Nigeria namely Islam, Christianity and the traditional beliefs. Adherents of the traditional religion worship the supreme God Olorun, Olodumare in Yoruba, Chukwu in Igbo and Abasi Ibom in Ibibio. In Hausa, Islam is the predominant religion. At the beginning of the twentieth century, most Nigerians were followers of the traditional religion. However, during the period of colonial rule, many converted to Christianity.

4.2 The Advent of British Colonial Rule in Nigeria

The British established their stronghold in Nigeria by means of slave trade. They became the biggest slave trading nation with the largest number of slave carrying ships. Rawat (1985, pp.50-51) maintains that British companies and private adventurers between them carried 30,000 slaves during the period 1680–1700. Hence slave trade became a forerunner of colonial rule in Nigeria and slave carrying ships protected the interests of British commerce and Imperialism. As this trade gained boom, Liver Pool, Bristol and London became the largest slave trading ports in England. Liverpool became wealthy by building ships for this purpose. As a result, ship building like other industries flourished a great deal.

In the early nineteenth century the British traders began to deal in palm oil and other agricultural products in the coastal region of Nigeria. For this they explored the Niger River in search of valuable natural resources. They based themselves around the oil rivers on the coast and top priority was on penetrating the hinterlands and establishing direct links with primary producers of palm oil.

Roy MacGregor – Hastie (1967, pp.104-105), documents that by 1900, Great Britain formalized its control over most of what is modern Nigeria, thus making it clear to Nigerian people that the British were no longer negotiating for rights as traders and missionaries but rather were taking over control as rulers and overlords. Rulers that

seemed to stand in their way such as Jaja of Opobo, were deposed and deported. The British administered the area as two separate units, the Colony and the Protectorate of Southern Nigeria and the Protectorate of Northern Nigeria, until 1914, when they were joined. Frederick Lugard was appointed as the first Governor-general of an amalgamated Nigeria.

Lugard set out the principles of the administrative system of 'indirect rule' in Nigeria, which entails the policy of ruling colonies through the structures of customary authority. Given Nigeria's vast size and the climatic conditions, indirect rule offered a good solution to the colonial administrators. A more likely justification for indirect rule was its cheapness, since it was financed by local taxes rather than allocation from central colonial treasures.

Hastie contends that the underlying principles of colonial administration in Nigeria as in other colonies followed the broad theory that the benefits of commerce would always be in the interest of the Mother Country. This was evident by the fact that in rural areas, the colonial administration promoted the production of such crops only which were needed by British industries. There was a steady growth in the volume of export goods such as palm oil and other palm produce from the South east, Cocoa from the South west and peanuts from the North.

The British marginalized the natives by laying strict rules for Nigerian entrepreneurship. Initially British firms had made use of Nigerian middlemen in the export trade thus feeding the indigenous businesspeople in this way. But later these firms progressively marginalized the natives by refusing to accommodate them. This led to resentment and contributed to the deepening of nationalist sentiments in many parts of the colony.

Racial discrimination was prevalent in colonial Nigeria and the attitude of British colonizer was based on a general concept of African mentality and disposition, which they had formed on basis of writings of fellow Englishmen who had visited Africa earlier. The words of these writers were taken as gospel to be followed in letter and spirit. In this context, *On Governing Colonies* (1947) by W.R. Crocker served as prototype. Crocker had a long experience of colonial administrative service in Nigeria and other African countries. Crocker (1947) as cited by Adebayo (1981) draws a stereotype image of the 'African character':

The average African is incorrigibly cheerful...if he gets worried, he lies down and sleeps. He can sleep anywhere and in any posture...Another common quality of the African is indifference, child-like ingratitude, light hearted failure to keep his word, letting you down...The African generally needs commanding, which he does not resent; freed from command he tends to go to pieces.(p.89)

This image of the black race clearly reflects the racial attitude of the white race.

4.3 Struggles for Independence

Fetter Bruce (1979, p.95) documents that seeds of discontent started to germinate in Nigeria which led to agitation for self government. Thereafter, the colonial government sponsored some development programs focusing on adult education, construction of village roads and development of community centers. Finally the British introduced reforms in the late 1940s and 1950s which allowed Nigerians limited political representation. But it was too late, as the Southern states pushed hard for full autonomy. The British had to accede to their demand for independence. Finally on 1st October, 1960, after years of constitutional conferences, Britain lowered its flag in Nigeria, ushering in independence.

Consequently, colonial rule came to an end in 1960 in Nigeria, but the effects of colonization have been long lasting. Colonial rule drastically changed the cultural, social, religious and ethnic environment. Hence the intellectuals and writers began to probe and access the impact of these changes from a postcolonial perspective. Consequently postcolonial voices began to emerge in Nigeria's literature that projected their personal experiences of colonization. T.M. Aluko is one of the prominent postcolonial writers of Nigeria.

4.4 Textual Analysis of Aluko's *One Man, One Matchet*: A Postcolonial Perspective

Aluko has presented a realistic picture of Africa in his novel *One man One Matchet*. It is an intimate study of Nigeria's ethnic culture, particularly the Yoruba culture in colonial Africa.

In the novel, Aluko satirizes the colonizer's programs for rural economy and social integration and brings to light the economic exploitation of Nigeria. Besides it reveals the resistance of the colonized to the system of Indirect Rule imposed by the colonizer. The subaltern makes an attempt at self representation, as the text is a counter narrative and portrays the onset of colonialism in Nigeria from an Afro-centric perspective. The writer has given a voice to the marginalized Yoruba people.

The setting of the novel is Yorubaland, the western region of Nigeria where cocoa trees and cocoa beans spell wealth. The story is set in the late 1940s and early 1950s. Nigeria is a country in transition as British colonial rule is slowly loosening its grip. Ipaja, is the focus of action in this novel. Life in Ipaja is representative of Yoruba culture, but the presence of the British colonizers in the region is clearly manifested. The ways of modern life are still a mystery to the natives and largely traditional wisdom rules. The local chiefs are often illiterate; however, some native sons get education and live with the White Man, and have

also learned his language. Some of them have even been inducted in the civil service. Udo Akpan, the protagonist is the first African District Officer.

The events take place in Yoruba land, the region is famous for its cocoa trees. Unfortunately some of the trees become diseased. A young Agriculture Officer Mr. Henry George arrives from England and advises that every diseased tree in the District be cut down before the whole crop is infected. The farmers strongly react to this proposal as in their perception it is a conspiracy of the White Man. They decide to defend their trees by force, if necessary. This leads to a crisis, the Agricultural Officer gets support from 'the black white man', Udo Akpan, the new Nigerian District Officer. The story takes a new direction when a clash takes place between him and Benjamin - Benjamin, who is a politician and a journalist, and also a member of the 'African intelligentsia' fighting for local independence. Benjamin posits himself as a leader of the future, he involves the whole village in a situation which culminates in violence, death and imprisonment before calm is restored.

As a postcolonial text, the novel addresses a number of issues: representation, resistance, race and nationalism. Besides, the policy of indirect rule is examined with particular reference to Nigeria.

Using the text as a historical document, Aluko records the era of 1940s in colonial Nigeria. With the advent of colonial rule, exploitation of natural resources

had begun, which led to resistance by the natives. The writer includes different incidents which focus on diverse issues, as role of the church, the missions and the policy of indirect rule.

The writer examines the colonizer's policy of economic exploitation of the colonies. This fact is substantiated by Adebayo (1981), who asserts that the Devonshire white paper of 1923 glossed over the economic motive of Britain which was primarily to rule the colonies for the financial benefit of the mother country (p.86). Hence monetary gain was one of the prime objectives in the process of colonization in Nigeria, and it was fully exploited to this effect. Cocoa trees and cocoa beans were a source of great wealth in Western Nigeria.

In the novel, when these trees become diseased and it seems they would fail to spell wealth, the colonizers get agonized, as this meant the end of cocoa industry. Since top priority was financial gains and if the colonial government failed in this objective, the utility of the imperial project was questionable. Hence the Government decides to divert funds originally meant for other projects for combating this problem. The government sends two specialists to the Tropical Agricultural Research Institute in the West Indies to study the cause and cure of cocoa disease. All indications are to the effect that there is no known cure except cutting down of all diseased trees, so that the healthy trees could be saved. This is the proposal which is

presented in the meeting by the Agricultural Officer, but the natives react with ugly frowns to the suggestion and question: 'That we should cut down cocoa trees-the tree of all wealth!' (p. 3).

They are astonished at hearing such sacrilege against the tree that is the god of all wealth for them. Tribal chief Momo have no faith in the white man and his policies and this suggestion by the government is totally unacceptable to him:

...I do not wish to speak to the White man ... He is not one of us. He does not understand our hardships we suffer when we tend our cocoa trees from seedlings to maturity. He does not know how much sweat we have to wipe from our faces when we work under the sun; he does not know how many insects have bitten us, how many thorns have cut our feet. If it is that he knew these things he would not have said that we should with our own hands cut down our own cocoa trees. Must we wait for him to tell us to begin to cut off each other's heads before we know that he truly wants to destroy us?

(Aluko, 1964, p.3)

By presenting this issue, Aluko reveals his own resistance to colonial rule. The angry outburst of natives is a demonstration of the master-slave relationship, the colonizer versus colonized paradigm. Relegation of the natives to a lower position was an unfair policy of the

British and a lack of trust on the part of colonized was natural. The writer conveys repulsion of the colonized. Chief Momo and others mistrust the white man and consider him as the 'Other' who had come to colonize them and was not their well wisher.

Aluko brings to light the colonizer's policy of implementation of indirect rule in Nigeria. The District Commissioner had appointed native chiefs as puppet rulers. These puppet rulers had to follow the policies of the British. Chief Joseph Ajayi is appointed as a puppet ruler in Ipaja, hence he is maligned by chief Momo:

...And you, Chief, you, you Joseph Ajayi', he pointed his umbrella menacingly; 'you who are one of us, you who eat the oil from the palm fruits of the land, you who drink the water of Agbara stream like us, you, Joseph Ajayi, son of our land and a chief of our town, you join in this mad conspiracy against your own kin-you you-you... (p.4)

Another prominent issue examined by the writer pertains to the race. Race was pertinent to colonialism, since division of human society in this way rose from the need of the colonial powers to establish dominance over colonized subject. Hence on the basis of race, the colonizer formed stereotype images of the colonized and used it as a strategy to suppress them. In the novel Aluko presents the racial attitude of the British who regarded the natives as inferior needing tutoring to understand the new system of

governance introduced in Nigeria. This is presented through a discussion between two British civil servants, Mr. Gregory and Mr. Stenfield. While conversing at the Bush rest house, Gregory speaks in an exasperated tone:

...These bloody Africans need to be protected against themselves, and against their own ignorance. And damn it... they need to be protected against our fancy notions of democracy. Just because we in Britain have evolved a system of government by discussion and argument which somehow seems to work, we think we must use the same methods in tropical Africa...but what's the good of discussion by fellows who don't understand what we are talking about, and persist in misunderstanding our motive?

The District Officer interrupts:

Parliamentary democracy, Henry, is the one great contribution that our country has made to civilization. It's for that Britain will be remembered long after our empire has passed away.

Gregory replies:

Ah! Parliamentary democracy! You fellows in the administration seem to forget that our parliamentary democracy has taken eight hundred years to evolve. Today the evolution continues. We came to their country only eighty years ago ... and all time we

have been uniting them under one government for the first time...and incidentally, who did you say that overdressed bastard was that finally put paid to the meeting?

Oh! said Stenfield, that was Benjamin Benjamin. A member of African intelligentsia. A local man with a good deal of influence over the old Oba and his chiefs...remember in all we do we must carry the intelligentsia with us.

Gregory replies:

Oh, that's nonsense. There's nothing intelligent whatever about him. If we have to carry with us every native in coat and trousers who likes to call himself educated, and every bush chief like Momo who scratches the surface of the soil and likes to call himself a farmer – well I tell you, we'll have lost the race for development in Africa before we ever get started. (pp.7- 8)

Here Aluko conveys racism and racial discrimination underlying colonial rule in Africa. The derogatory tone of the colonizer and usage of foul language for addressing the natives as 'bastards', 'bloody Africans', is typical of the imperial mind set. The concept of hierarchy of human variation is one of imperialism's most supportive doctrines and the concept of superiority and the emergence

of race are conveniently adapted to suit the strategy for imperial domination and control.

Aluko addresses the important issue of 'nationalism' in the text. For an African, the spirit of nationalism entails taking pride in being 'a black man' and having a distinct African identity. In the novel, Benjamin is introduced as a rabble rousing self styled politician, who uses his forum effectively and through his speeches creates an awakening in the natives against the atrocities of the colonizer. Benjamin is a member of the African intelligentsia and fights for local independence and raises in the natives, a spirit of nationalism. He conducts himself as the spokesman for the natives in the aforementioned meeting regarding cocoa disease and asserts:

...Tell them that we appreciate their efforts. But what we in Ibaja want the Government to do for us is not to cut down our cocoa trees. Government need not do this to demonstrate to us the power of the White man, we already know that... (p.6)

Further he addresses the elders of Ipaja and assures them that neither the 'White man' nor the 'Black White man' could touch their trees:

...You are safe against the agents of imperialism and colonialism, both white and black. No one is going to touch a single tree however lowly, on the farm of an Ipaja man. ... (p.17)

Later Benjamin visits Udo Akpan in the Rest house and reaffirms his stance for the rights of the Africans:

... And I have come on behalf of the Oba and elders and people of Ipaja...to extend to you, D.O., the right hand of fellowship and cooperation... We as Africans have one common cause, the expulsion of the White man from this land. And we must pull together in the joint venture. D. O. You must have confidence in me, and I have confidence in you... (p.26)

Here Benjamin creates a spirit of nationalism amongst the natives and attempts to unite the Africans for a common cause i.e. to liberate their homeland from the intruding presence of the colonizer.

Using the text as a document, Aluko addresses the important issue of resistance by presenting different incidents in the novel. The colonized opposed the policies of the colonizer in general and resisted the implementation of government schemes and plans. On behest of Benjamin, the Oba and the local chiefs refuse to accept the review of tax assessment. Though it is an annual procedure but this time the locals refuse to follow the tax system, which is reported to the Headquarters. It is decided that unless the Oba of Ipaja and his tribesmen collect twelve thousand pounds before the end of the month, and thirty thousand before the end of the next month, the Oba and the court of judges are to be suspended from their office and their

salaries not to be paid. All construction works on roads and buildings are ordered to be stopped.

Perforce, the process of tax collection begins, the ones who do not pay are sent to jail. Benjamin reacts to this situation, as a journalist, he uses the print media to castigate the tax collection policy. In the article 'Is this Progress or Tyranny?' published in a nationalist paper, he writes:

...Is this nation to develop along the sound lines of democracy, that wonderful system of government conceived and born in ancient Greece when the country of our present rulers was inhabited by their barbarian ancestors? Or are we to be plunged in this land into an era of darkness, of tyranny due to the wicked machinations of so called administrative officers? The aggressors are the Administrative Officers who are asking the poor farmers to pay exorbitant taxes. Old men and women are being taxed more harshly. Tax assessment bears no relation to the proved means of income of the people. Fantastic and preposterous. Absolutely ridiculous, the taxes that infirm men and children are being called upon to pay in Ipaja... (p.62)

The writer has rightfully shown the so-called 'enlightened civilization' brought in by the colonizer and expresses that it is probably more corrupt than the previous system where the values and standards dictated by the culture were strongly adhered to and a certain level of

justice and fair-play was possible. The writer advocates that the 'new norms' and the 'new order' has not reduced the miseries of the common man but has in fact intensified them. Hence the public could not get anything tangible from colonial rule.

Another incident narrated by Aluko pertains to strong resistance of the natives on implementation of colonizer's policy for the diseased cocoa trees. By narrating this, Aluko reveals his own resistance to colonial rule. On the fateful day per instructions from the authorities, the cutting out squad is to start with the farm of Chief Joseph Ajayi. But due to his tragic and sudden death in a road accident, it is decided to start with the farm of chief Momo instead, whose farm is next on the list and hence the trouble spot.

Chief Momo has strong reservations about this policy, hence he decides to resist and defy the administration. Without any formal preliminaries, Momo's household set upon the squad. They employ a wide range of weapons, his laborers, his sons and relatives wield matchets and clubs. His wives and daughters fling smoldering wood from the fire and drench the invaders with water from their water pots. Even the neighbors and the younger men all join in the fray. The scene on Momo's farm develops into miniature chaos. Chief Momo shouts loudly as he surveys the scene of destruction and yells:

Enough, enough. It is enough... There must be a limit to the amount of silly talk – there must be a limit to all this woman's talk. And there must be a limit to all this cowardice and timidity. We have reached the limit to them all, here at Ipaja... Today cocoa trees are sick, that is why we must cut cocoa trees... I knew all along that it was all White Man's hypocrisy, Joseph Ajayi was the White Man's tool. He lived as the White man's slave and he has died the White man's dog... (p.83)

Later, the colonial administration registers a case against Chief Momo for criminal assault on officers on lawful government duty. Chief Momo and others get punishment. On compassionate grounds and because of his advanced age, Momo gets three months whereas his associates get terms ranging from nine months to three years. Chief Momo does not serve a single day of his jail sentence, on arrival at the prison gate he is found dead.

Benjamin condemns the colonizers at the funeral ceremony of Chief Momo. He makes sure the White Man is taken into account for all his acts of omission and commission. He addresses the mourners as:

Comrades-in-arm, Co-patriots of Ipaja, countless generations ago when God first created man, our great ancestor Alagbara brought forth on this spot a new city, conceived in liberty, nurtured in his own strength and dedicated to the proposition that Ipaja

shall be free forever and ever. Now we are engaged in a great and bitter war testing whether our great people or any people so conceived and so dedicated can long remain free. We have met on a great battlefield of this bloody war. We have come to commit to six feet of Mother Earth for her safe keeping the soul of a dearly respected leader, who has here most gallantly given his life that the people of Ipaja might live in freedom... we here highly resolve that this honored dead shall not have died in vain, that this ancient city of Ipaja under God shall have a new birth of freedom and that government of the people of Ipaja, by the people of Ipaja for the people of Ipaja shall not perish from the earth. (p.86)

Benjamin's funeral oration reminds the reader of Lincoln's Gettysburg address. The impact of negative policies of colonizer leads to a state of chaos. Benjamin declares that from now on they will set the initiative and total war will be declared against the colonizer in which all kinds of weapons will be used and the battle cry shall be:

One man, one matchet

One woman, one stick

One child, one stone! (p.108)

And every one repeats after him in frenzy: One man one matchet! Consequently, 'One man One Matchet' becomes a slogan. It takes the shape of a political

movement, anti Government meetings are held in Ipaja which are addressed by Benjamin or his comrades. Feelings of hatred are aired against the colonial government. Aluko presents the picture of the colonizer as 'the Other' who is detested by one and all. A state of extreme distrust prevails in Ipaja. Benjamin's article titled 'Victory for the Peoples Stand' further strengthened this uprising:

We this morning have the honor of bringing to the fifty million habitants of this great land in general and the estimated six million cocoa farmers in particular good tidings. Their cocoa trees, the source of the wealth of the farmers and the main source of revenue of this great country are now safe from the evil conspiracy of colonial imperialism. Our Government has now been forced to abandon the wicked policy of mass extermination of cocoa plantations, Whitehall has at last seen reason and instructed its off shoot in this country to abandon the scheme, the wicked scheme, the shameless, conspiracy against the poor cocoa farmer...(p.112)

Thus the stage is set when the natives feel that it's time to put the last nail in the coffin of the imperialists and get freedom from colonial rule. The defiance shown by Benjamin and chief Momo is a clear indication of the resistance of the colonized. Hence through these characters, Aluko strives to present his own resistance and retaliation to colonial rule in Nigeria.

5. Conclusion

In conclusion it must be reiterated once more that literature has an important function in that it is a representative of the age that it depicts. As evident from the discussion above, the postcolonial literature of Nigeria presents a realistic picture of colonial rule in Africa. The era of British colonial rule in Nigeria witnessed exploitation of its natural resources by the colonizer and hegemony practiced and enforced in different spheres as religion, language, education, culture, economics and military. Such practices were used to marginalize the natives. The retaliation came in different ways. However the most important being expression through post colonial writings and through these texts, the writers reflect on these issues.

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Language Contact and its Implications

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Abstract

Language contact and its implications is a subject of great interest to sociolinguists. Studying language change in a multilingual community is an object of study for researchers and linguists particularly the role of English language as an influencing agent in every corner of the world. This research article explores the phenomenon of internal language change especially when the languages are in contact for a long time. This exploration is based on the study of English borrowed words used in the Urdu language and the impact of Urdu syntactical structure on the words taken from English. Data is taken from one Pakistani Urdu newspaper, The Daily Jang, and the sentences are analyzed by using the method of content analysis. An analysis of the data reveals that English borrowed words assimilate well in Urdu syntactical form and adopt grammatical gender. This exploration also suggests categories for the assignment of gender to the borrowed words with possible reasons.

Keywords: language contact, borrowing and assimilation, language change

1. Introduction

A global celebration is also a celebration of the world as one speech community. The growth of English as a language of the globe and the varieties of Englishes (Mesthrie, 2009) show the vitality it has gained with the passage of time. On the other hand, in the process of nativization of English, the indigenous languages are also evolving as a counter tendency and being enriched by the addition of enormous number of words from English. The process of indigenization of English words, especially in the ways in which linguistic changes have occurred at grammatical level, is a unique phenomenon. It is worth studying since the study of the process of creolization has been a topic of investigation since long but indigenization is an important factor to be studied in the evolution of languages. Language contact is defined as a sub field of sociolinguistics which is 'essentially concerned with the outcomes for speakers and their languages when new languages are introduced in a speech community' (Mesthrie et al, 2009, p.244).

Urdu is our national language and serves as a lingua franca as well. While communicating people tend to include commonly used English words and gradually they are assimilated in the linguistic system of Urdu. The research will focus on the effects of such borrowed words on certain norms and structures of Urdu syntax. The allocation of gender in Urdu to words indigenized from English is the prime application to understand how the Urdu language behaves when words are borrowed or

indigenized. To understand the genderization process, the paper examines Urdu grammatical gender and how it treats the indigenized English words which have come into use when an Urdu speaker uses them. It shall analyze only ten English lexemes in accordance with the Urdu syntax which will facilitate the comprehension of the allocation of gender. To further prove the point some commonly used words are analyzed to discuss possible reasons.

2. Research Questions

The Urdu language borrows an extensive number of words from English. The essential questions addressed in the present paper are as follows:

1. Do English borrowed words retain their original categorization of natural gender?
2. If no, to what extent the natural gender of English lexemes is affected by the rules of Urdu?
3. How and why does linguistic context allocate grammatical gender to the lexemes borrowed from English?

3. Literature Review

Language change and variation is a subject of great interest for linguists in particular since these changes provide ample data for investigation. Talking about change and variation in the Urdu language, it is a living language and has been so because of its capacity to accept and modify. The language we know today is the amalgam of numerous languages, which had diverse genealogies.

Languages change when they follow the give and take principle in their lexicosemantic structures. English enjoys a significant position in Indo-Pakistan subcontinent due to our colonial past. It is the second official language of Pakistan and is being used in every sphere of life, say education, media, legal interaction etc. Ours is a multilingual community and the situation is that we are most of the times unable to use a sentence which is purely based on Urdu, English or any regional language lexicon during the course of communication. Mesthrie in his book *Introduction to Sociolinguistics* gives examples of African languages which while having contact with English African languages have ‘assimilated great many terms from English, to do with Christianity, technology and modernity’ (Mesthrie et al, 2009, p.244). Similarly many English borrowed words are assimilated in the Urdu language from different domains of life, for example, car, hospital, school, television computer etc. The strong influence of the English language hampers the production of an unadulterated, as one may dare to say, Urdu sentence. English words are localized by Urdu speakers in different ways. There may be assimilations, borrowings or loan translations. Speakers can use those words with or without markings (affixes). But how those words affect the remaining syntactic structure is a question with several justifications and generalizations. Our mother tongue is imbued with redundancy via grammatical gender that is we tend to mark gender, number, by reinforcing agents for example *larkian parh rahi hain* (girls are studying), where gender is also

categorized with the help of the word *rahi*, in effect over doing the meaning. So it can be said that redundancy is associated with the words in a sentence to enhance the categorization. We do see redundancy in English as well. For example, 'he is an old man' has clear repetitions for representing a single person the word he and man convey one concept thus making the word man redundant. But redundancy in both languages makes the meanings clearer and emphatic.

Changes in language are aimed to remove redundancy and creating simplicity of use, simultaneously. During the course of borrowings and assimilation speakers tend to use the 'grammatical resources ... to express new entities' (Mesthrie et. al, 2009, p.243). Translation is another technique used while borrowing a concept. In the present situation mostly words are borrowed and are adopted and adapted accordingly. Mesthrie says:

Borrowing is a technical term for the incorporation of an item from one language into another. These items could be words, grammatical elements or sounds. Borrowing is different from code switching, which assumes a mastery of two or more languages and the use of a wide range of rules of the languages being switched (2009, p. 243).

On the other hand, when a word is borrowed, it adapts itself accordingly into the phonetic and grammatical system of the other language. It is also observed that once a word is borrowed it becomes a part

of the language on a permanent basis. The Urdu language is loaded with many English borrowed words and if you happen to read any Urdu newspaper you can find all the categories of words e. g verbs, nouns, adjectives and coinages formed in the backdrop of Pakistani culture. Some examples are election, interview, appeal, pension, tax, report, lecture, vote, note, retirement, doctor (ry), board, class, fees, number, photo, meeting etc. These words are used and adapted in different ways and they have been fully assimilated in the linguistic and social system of Pakistan. In the same wake, Mesthrie (2009) mentions an example of African languages which have 'in turn assimilated a great many terms from English' (p.244) and the assimilation of Xhosa prefix i-shows adaptation to the Xhosa system of noun to make the internal compatibility work smoothly.

Mesthrie comments, 'There is a counter tendency whereby speakers use the grammatical resources of their language to express everyday utterances(p.244). Commonly used sentences reveal that English items adopted by an Urdu speaker show an internal change and follow some of the structural rules used in Urdu.

In this regard Poole's comments are instructive:

Simplification can proceed until the language is in danger of losing the distinction that it requires to fulfill its function of efficient communication with a minimum of misunderstanding. (1999, p. 243)

The phenomenon of redundancy plays its part in language change. Poole (1999, p.129) defines this redundancy as ‘the situation in which an utterance contains more information than is necessary for successful communication.’ He claims that the use of grammatical gender is one of the examples of simplification. Poole gives examples from the history of the English language.

In Old English, nouns were categories grammatically, for instance, moon was considered masculine in Old English, sun was feminine and house was neuter (p.130). Presently in German these words (called Mond, Sonne and Haus) still maintain the ancestral genders. English language on the other hand has presently excluded genders to avoid redundancy. It ‘only has genders in the case of the personal pronouns, *he* and *she*, and if we can get by without it in the plural we should be able to do so in the singular’ (p.131).

3.1 Gender in Urdu

Urdu grammar differs from English grammar in various ways. One such way is that Urdu has a grammatical gender: all Urdu nouns are masculine or feminine. Some Urdu adjectives change according to the gender of the noun they modify, while others do not. Gender in certain languages is the classification of nouns, adjectives or pronouns as masculine, feminine, or neuter. In the English language we have nouns or pronouns as masculine, feminine or neuter. On the other hand, Urdu has nouns, adjectives and verbs as either masculine or feminine. In

Urdu the adjective and verb must agree with the noun in gender, for example *Majeed nay achi tasveer banai*. The adjective *achi* and the verb *banai* do agree with the noun *tasveer* in gender. Whereas English does not necessitate gender redundancy in syntax, for example, Majeed drew a good picture.

Nouns, for example, may have special gender suffixes (marking), or be unmarked for gender in Urdu. Sometimes masculine + marking can be shown by *bacha* (male child) where - a is added at the end. Masculine without a marking can be found in word like *mulazim* (servant) where there is no marking/ suffix added at the end of the word. And sometimes feminine + marking in Urdu can be shown by adding - i at the end of a word like *bachhi* (female child) or sometimes by adding - a at the end of a word like in *mulazimah* (maid). At the same time, there are also feminine words without any markings at the end of the words, for instance the word *kamar* (back). Same rules go for the adjectives as well as verbs and compound verbs.

3.2 Words Indigenized from English

Speakers of more than one language (e.g. bilinguals) are known for their ability to code-switch or mix their languages during communication. As said earlier, this phenomenon occurs when bilinguals substitute a word or phrase from one language with a phrase or word from another language. A noteworthy aspect of a sentence is that most of the times Urdu grammatical rule is observed by Pakistani bilingual speakers while using an English

borrowed word. Thus the indigenized English words concord with the specific grammatical rule-governing Urdu structure. There are exceptions where the indigenized word already possesses either masculine gender or feminine gender, as Urdu grammatical structure has only these two. Neuters usually go in accordance with the Urdu speakers' rules. These rules could be governed by Phonetic, Semantic, Sociolinguistic or Psycholinguistic terms. Yet another generalization could be made and that is 'when there are no bases for gender allocation the indigenized words can take up masculine gender, whereas feminine is a derived gender' (Hassan, 2007). This serves as a starting point to explore the phenomenon.

4. Methodology

There have been extensive word borrowings from English in innumerable domains, but to delimit the study ten English words are selected for analysis from the print media. Data is collected from The Daily Jang, Rawalpindi. The entire syntax, including the borrowed words as well as the Urdu grammatical gender, is analyzed. Content analysis, as a research tool, is used to determine whether borrowed words are adapted according to the rules of Urdu or not and how does linguistic context determine gender allocation. Content analysis is closely aligned to conceptual analysis which examines and quantifies a concept.

Every example is followed by discussion and in the end a possible reason has been categorized.

Text One

Patriarchal Effect

Vote dalnay kay liay raazdari kay ahtamam ka maqsad yeh hai keh har voter kisi bhi qisam kay dabao, laalach aur khauf say azaad apnay vote ka istemaal kar sakay. (The aim at regulating confidentiality in balloting is to let the voters exercise their right to vote without any kind of intimidation, enticement or apprehension.)

The word vote belongs to the English language and so is voter. Both words take masculine gender. In the above statement the word voter proves itself to be masculine via the verb *kar sakay*. Voter is a neutral word in English. Using the same word for both sexes is a common practice in English. This is because it is unnecessary to make a distinction between men and women doing the same job: actor, author, host. Culture affects the way we think and speak and most languages are males biased. A Pakistani speaker often attributes masculine to words which are mostly done by male members liberally. It is still a conservative society where patriarchy rules. For instance, when we hear, 'a Malaysian have come to visit Pakistan', we would only take Malaysian as a man not as a Malaysian woman. In English, it is also usually possible to use a neutral word; like assistant, worker, person, officer instead of man/woman in the names of jobs.

Salesman/saleswoman = sales assistant

Headmaster/headmistress = head teacher

Policeman/policewoman = police officer

Fireman/ firewoman = firefighter

Chairman/chairwoman = chairperson or chair

Many people prefer these alternatives since most jobs are now open to both sexes in Pakistan. They are very common in newspapers, on television and radio and in official writing in English. Assigning masculine gender in this example provides a plausible reason and that is patriarchal phenomenon in our society.

Text Two

Syntactical Effect

Sabz rang ka ballot paper quomi assembly kay vote kay liay istamal kia jaeay ga aur sabz rang kay dhakan waly ballot box may dalla jaeay ga. (The green ballot paper is to be used for National Assembly balloting and put inside the box with green lid.)

The compound word ballot paper is an essential subject of this sentence. It falls into the neuter category of English grammatical structure. The word paper has an Urdu translation called *parcha* or *safha*. These could have been used here instead; but this is not our concern. The simplicity criterion that omits any redundancy in a language has made English a non-gender language during language change. In Urdu it has to be either masculine or feminine. Paper's Urdu translation has to agree with masculine gender. We can take such examples closer to the

realm of language transfer, where the rules of one language system are likely to be applied to another. Therefore, *kia jaeay ga* and *dalla jaeay ga*, which are masculine verb phrases, and *sabz rang ka* are male gendered phrases in Urdu. In Urdu words ending in masculine gender suffixes -*a* , -*a* , and -*aya* are masculine

Larka, boy *bacha*, (male) child

Murgha, rooster *rupaya*, rupee, money

Syntactical rule is a possibility in this sentence. So syntactical effect can be used as a category.

Text Three

Phonetic Collocation Effect

Wuqualla nay maazoul jajoun ki bahali kay liay eik bari rally nikaali, 9 march kay baad abb tak nikali janaywali tamam rallioun mein sab say bari thi.
(Lawyers arranged a big protest rally in favour of the deposed judges. It was the biggest since 9th March.)

Urdu sounds do not correspond exactly to any English sounds. Yet the word rally has been attributed with feminine gender. The reason can be phonetic. The / i / or / i: / that is sound in rally / r li: / could have determined the gender. In Urdu the often end feminine nouns, verbs and adjectives. In the very sentence words like *bari*/ b3:ri / , *nikaali* / nIka:li / , *janaywali* / dza:neiva:li / and *thi* / i / are ending with / i / sound or . Therefore like many other Urdu words English words, when indigenized to Urdu,

adopt a gender which is displayed and enforced within the entire syntax. There seem to be collocation rule working in an Urdu syntax as well.

Text Four

Enormity Effect

Media religion kay hawalay say diverse point of views samnay lay kay aaya aur logon ko iss cheez ki aazadi di keh who apni marzi kay khayalat sunn sakain. / *'Media bayhayaee aur ghair mulki culture ko farogh deh raha hai.* (Media has brought diverse religious points of view before people and has given them the freedom to choose whatever they want to listen to versus media is promoting indecency and foreign culture.)

The word media has been allotted with a masculine gender in an Urdu syntax, just like in the above sentence where phrases like *aaya* and *raha hai* proves the governed rule. It is often suggested that size often can determine the gender of a word. When the word media comes into use, we instantly think of something big and larger than life. The word media may have taken masculine gender because of the capacitating role in the society.

Text Five

Translational/ Rule Governed Effect

Melbourne, seh fareequi one-day cricket series ka chotha match aalmi champion Australia aur bharat kay darmian (aaj)itwaar ko Melbourne mein khela jaeay ga. Is say qabl series ka pehla match barish ki nazar ho gaya tha. (The fourth match of the triangular series.)

The word match, just like in the above context, takes up masculine phrases of *ka chotha match*, *khela jaeay ga*, *ka pehla match* and *gaya tha* in the syntactical structures. If we take its Urdu corresponding item which is *muqabla*, we can easily perceive from where the gender allocation may have come from.

Text Six

Recurrent Gender Effect

Bharti team Australia ko haranay ki salahiat rakhti hai. (India have the potential to beat Australia.)

The word team is feminized as substantiated by *Bharti* and *ki salahiat rakhti hai*. Words, in Urdu, also determine gender in their relation to other words in the same syntax. *salahiat* is a feminine adjective and *bharti* is a nationality which in Urdu is feminine. We can say that the context of ‘team’ have determined its gender. At the same time, in a sentence like *team acha khel rahi hai*, team remains feminine even if it is displaying *acha khel*—a masculine phrase

Text Seven

Generalization effect

Teen mulazim sardi say bachnay kay liay gas ka heater jala kar sou gaaiy jis say kamray mein oxygen khatam ho gayee. (Three workers kept the gas heater on to keep themselves warm and fell asleep. This led to a depletion of oxygen.)

Oxygen, too, is genderized feminine. It is a borrowed word. Often we think that gas is an unseen singularity. All gases' names are feminized in Urdu for no obvious reasons. Yet the collocation rule may be applied to such an instance because such a phenomenon is intangible.

Text Eight

Intra lingual Effect

Sarr ki jild ka massages karain. Massage karnay say khoon ki rawani mein izafa hota hai, balon ki jardain mazboot hoti hain aur balon ko bardhnay mein madad daita hai.

(Massage your scalp as this increases blood circulation, strengthens hair roots and helps in its growth.)

Massage is a verb which has been given masculine gender by the syntax. It is never *jild ki massage* but *jild ka massage*, although *jild* is feminine. And the corresponding item of massage in Urdu is also feminine. Often such errors are committed due to intra-lingual interference. Also, we cannot say that a language transfer is taking place every

time we indigenize a word. This brings our discussion to one of the myths about English language. It says that there are no hard and fast rules attached to English grammar. This myth echoes here as well.

Text Nine

Undersized Effect

Eik bartanvi jareeday mein guzishta dinon eik report shaya hui hai jis mein Europe mein muqem musulmano kay baray mein report pesh ki gaye hai. . . . (A few days ago, a report about Muslims residing in Europe has been in a British journal.)

Report here is given a feminine gender. One reason which could be the bases for such genderization is that a report is often considered smaller in comparison to a book or so. Book takes feminine gender in Urdu and report is smaller than that.

Text Ten

Derivational Effect

Bharat ka pehla atomy reactor Canada ki madad say taameer hua. (The first Indian atomic reactor was built with the help of Canada.)

Reactor is masculinized during the localizing process. One reason could be its bigger size or purpose, just like 'media' for example. The other could be Riaz Hassan's (2007) mentioning of the lack of any bases for genderization in Urdu. If this is so, the gender instinctively

takes up masculine form. The words are originally masculine and feminine is created. As feminine is often a derived gender, examples include *adeeb*, *adeeba*; *shair*, *shaira*; *fankar*, *fankara*; and so on and so forth.

5. Conclusion

Modern societies are mostly multilingual and the English language enjoys the status of a lingua franca. The implications in the development of growing number of varieties of Englishes are numerous. In this study the focus has been on the phenomenon of ‘counter tendency’ which is working as a catalyst in giving rise to the diversity and richness of local languages. The possibility is that in remote future local languages will evolve and grow in different directions. The evolution in syntactical construction or semantic shift might play as a deciding factor in categorizing these languages. A fully inflected language may convert into an analytic one. One can very aptly comment that Urdu is being enriched by these additions and adaptations. The conceptual understanding of the native speakers through syntactical structure of their language, says Urdu, has been explored and different possibilities are highlighted. Findings reveal that certain labels can aptly be used for such changes. English words take gender due to patriarchal, syntactical, phonetic collocation, recurrent gender, intra lingual, undersized and derivational, enormity, and translational and rule governed effect.

In fact, it is the phenomenon like language variation and change that help languages develop and flourish. Some plausible reasons of assigning grammatical gender to the borrowed words are discussed in the article to give direction to future researchers.

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Computer-mediated Communication in English Language Teacher Education Programs

Muhammad Umar Farooq

Abstract

Technology-based initiatives have transformed the process of teaching and learning activities at formal institutions generally and distance education institutions particularly. Distance education is at the heart of the digital age making maximum use of the emerging technologies based on Computer-mediated communication (CMC). The researcher designed a CMC-ELT blended model and offered online English language teacher education courses at post-graduate level. A group of students enrolled in MA TEFL programs of Allama Iqbal Open University was selected randomly and was guided through CMC-ELT blended model. The results of the study showed that the CMC in distance education enhanced students' performance in terms of access, interaction and cost. The effective use of CMC in distance education can improve the quality of English language teaching programs in Pakistan.

Keywords: computer-mediated communication, distance education, teacher education

1. Introduction

The demand for education in Pakistan through formal system has consistently run ahead of its resources therefore bulk of the country's population remains deprived. Furthermore, there remains a dire need for continuing education to keep the educated persons abreast and enhance their educational and professional skills. The idea of distance education in Pakistan started due to these factors; non-access to formal institutions, non-availability of formal education system and low literacy in rural areas, conservative social behaviors, etc. To provide general, professional and technical education at the doorsteps of the people who cannot leave their homes and jobs all over the country, Allama Iqbal Open University (AIOU), Islamabad, was established in 1974. AIOU is a public sector university which has to achieve several social and community building objectives besides generating enough financial resources to make the institution a sustainable entity. AIOU is trying to cope with the situation keeping in view the financial and geographical constraints of people who wish to continue their education.

In Pakistan, technology is making inroads into different disciplines especially in education. Computer labs have been set up to provide global access to the students in formal institutions of higher education. Higher Education Commission (HEC) of Pakistan has

also taken initiatives to introduce technology in higher education institutions. One of the various projects initiated by the HEC is English Language Teaching Reforms (ELTR) project including a committee on Computer Assisted Language Learning and Distance Education. In the same way, the AIOU has also taken steps to use technology in its programs. So far, the university has been utilizing non-broadcast and broadcast material and now it is entering into the world of online education to cater the needs of the wider population in remote areas to provide easy access to study material, tutors and the institution.

The Department of English Language & Applied Linguistics is a pioneer in offering ELT courses. The Department offers 'a range of programs in English language teaching and teacher education which include Matric, Intermediate, and BA Functional English courses and postgraduate-degree in Teaching of English as a Foreign Language (TEFL) for professional development of English language teachers' (AIOU website).

The aim of Dip/MA TEFL programs is to equip students with the approach and methods of English language teaching. This programs is designed to cater for the needs of teachers who want to develop their skills and knowledge in English language teaching. Students have to attend compulsory tutorials and workshops. All the courses are taught principally on the

basis of print material (textbooks), multimedia support in the form of audiocassettes and face-to-face component in the form of tutorials/classes. A countrywide survey was conducted by the AIOU in 2008 regarding the effectiveness of the Diploma TEFL programs for the Quality Enhancement Cell of the University and Higher Education Commission. Though the students acknowledged the significance of the Dip TEFL in developing their personal and professional skills as English language teachers yet they identified the problem areas which included access to online resources, contact with tutors and attending face-to-face tutorials in terms of travelling, submission of assignment, etc.

2. Objectives of the Study

The objectives of the study are to:

1. Identify the needs and problems of students enrolled in English language teaching programs offered through distance education.
2. Implement CMC in English teaching programs and record its effectiveness through students' performance.

3. Research Questions

1. What are the problems of the students enrolled in English language teaching programs through distance education?

2. Can the use of CMC in Distance Education enhance students' performance?

4. Literature Review

Technology has reshaped the teaching-learning process all over the world and Pakistan is no exception. Teacher, syllabus and material writers have started thinking about integrating technology into language teaching-learning. AIOU was the first institution to offer print-based Functional English courses supplemented with audio cassettes and radio/TV programs. Face-to-face universities and institutions are also adopting technology to teach various subjects like English Language Teaching (ELT). Technology has also influenced other disciplines where medium of instruction is English, such as Business Management, Computer Sciences. Agha Khan University has introduced English language teaching programs through intranet for their students at the campus. Virtual university is another example of technology-based learning institution. Other universities are also adopting e-learning programs in their programs of studies.

It is a common fact that the world is facing a shortage of teachers and at the same time working teachers need further professional education and training. Also female teachers are in a minority in this field. Progress in getting more women into the profession is slow due to multiple reasons. Various studies have found that the conventional approaches to

teacher education have not met all the demands and this has led to an interest in distance education and modern technologies. This creates 'new challenges for teacher education and continuing professional development' (UNESCO, 2002, p.7).

Technology like computers and internet has changed the concept of distance education from an isolated activity to a collaborative and student-centered learning. This is evident from the increasing number of public-sector open universities and dual-mode universities. Also, distance education institutions are effective in reaching audiences who could not meet their educational needs from conventional institutions. Distance education provides opportunities for student to interact with tutors and it allows open-ended discussions. 'Many programs of teacher education, in all continents, have succeeded in enrolling students in significant numbers and a review of nine case studies found that pass rates were between 50 and 90 percent' (UNESCO, 2002,p.8). Jung (2005, pp.94-101) evaluated and concluded 'The project has implemented computer-mediated professional development programs to improve training and support services for teachers in several developing countries'.

In 2001, UNESCO carried out case studies on teacher education at a distance in different countries which reflected three important aspects: conventional teacher-education institutions cannot meet the demand,

distance education can provide quality education to teachers at affordable cost, and technology can help distance education to reach out scattered population.

Recent developments in the field of CMC and education have modified the concepts of the teaching-learning process as a collaborative, student-centered and technology oriented activity. The 1998 UNESCO World Education Report on 'Teachers and Teaching in a Changing World' stresses on effective use of CMC in the teaching-learning process.

CMC-based teacher education has several benefits, as enlisted by Jung (2001,p.15): 'Teachers can access in-service training without leaving their classrooms; teachers can improve their computer literacy; teachers are better able to interact with their trainers and other teachers online; and once a database of online courses has been developed, teachers can access those courses that meet their individual needs.'

Many developing countries have already stated CMC-based professional development programs because of the spread of technology in the schools and sufficient communication infrastructure. However, most developing countries are still facing the problems of limited computer access, low bandwidth, telecommunications costs, etc. They require maximum use of offline training tools, such as CD-ROMs; e-mail, video along with printed materials. But the challenge as Resta (2002,p.139) highlights, 'confronting our

educational systems is how to transform the curriculum and teaching-learning process to provide students with the skills to function effectively in this dynamic, information-rich, and continuously changing environment.'

5. Research Methodology

This section on methodology deals with the theoretical framework of this paper as well as data collection and data analysis.

5.1 Theoretical Framework

The diversity of theories is very important as it leads to a set standards and provides a logical development in the field of learning. The most referred learning theories are Behaviorism, Cognitivism and Constructivism which provide a framework for the investigation of human learning. However, Siemens and Downes (2004, online) have proposed a new theory based on digital learning called Connectivism. A brief discussion on these theories has been added here to discuss the role of computer-mediated communication in learning.

5.1.1 Behaviorism

Developed by B.F. Skinner as a theory, behaviorism includes work of Thorndike, Tolman, Guthrie, and Hull. In behaviorism, there are three basic assumptions regarding the process of learning: firstly, learning is manifested by a change in behavior;

secondly, the environment shapes behavior; and thirdly, the principle of reinforcement. There are two types of conditioning; in classical conditioning, the behavior becomes a response to stimulus and in operant conditioning behavior is reinforced either by reward or punishment. Besides other areas, behaviorism has influenced education through computer. Skinner suggested the idea of teaching machines and program learning and he demonstrated his teaching machine in 1954. The students were required to complete or answer a question and they get feedback on their responses, either correct or wrong. Skinner used the term Computer-assisted instruction (CAI) during the 1950s. And then 'early work was done by IBM but CAI grew rapidly in the 1960s when PLATO and TICCIT projects were initiated in America. Computer assisted instruction was very much drill-and-practice controlled by the programs developer rather than the learner' (Saettler in Chapelle 2001, online).

5.1.2 Cognitivism

Cognitive approach is based on two aspects, memory and prior knowledge of the learner. Cognitive theories look beyond behavior and explain brain-based learning. Jean Piaget played a vital role in the development of Cognitivism. Key elements in Cognitivism are schema and three-stage information processing model. Schema is like an internal knowledge block which is compared to existing blocks when new

information is received. Schema may be combined, extended or altered to accommodate new information. 'Schema theory views organized knowledge as a network of abstract mental structures which represent a person's understanding of the world. Teachers can help students by building schemata and making connections between them. Schemata grow and change as new information is acquired' (Uden & Beaumont, 2006, p.6). Prior knowledge is essential for the comprehension of new information in this process. A learner is like a processor of information like a computer. Learning occurs when new information is acquired, processed, and stored in memory. After going through the process, the input is converted into output in the form of some learned capability. 'Three-Stage Information Processing Model is input, process and output. First input enters a sensory register, processed in short-term memory, and transferred to long-term memory for storage and retrieval (Levy, 1997, p.54). This model led to the CMC-based environment and interaction.

5.1.3 Constructivism

Constructivism is viewed as a process in which the learners actively construct or build new ideas or concepts based upon their current and past knowledge. McPherson and Nunes (2004, p.43) suggest that 'basic constructivism relies on the use of prior knowledge in the construction of new meanings. Previous constructed

structures of knowledge are retrieved and utilized as discrete packets for the development of new knowledge structures.’ Therefore, constructivist learning is a kind of personal effort in which internalized concepts, rules, and general principles consequently are applied in a real-world context. According to constructivists, knowledge is constructed by individuals by engaging themselves socially in talk and activity about shared problems or tasks. The teacher acts like a facilitator who encourages students to discover principles for themselves. On the basis of these principles, they construct knowledge to solve realistic social problems. Therefore, various aspects of constructivism are found in self-directed learning, project-based learning, experiential learning and reflective practice.

5.1.4 Connectivism

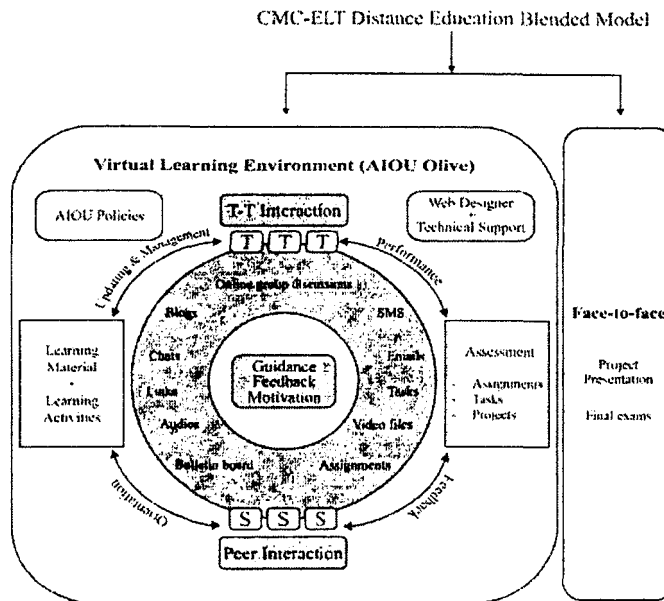
Based on the effects of technology, George Siemens and Stephen Downes presented Connectivism, a learning theory for the digital age. Connectivism provides insight into learning skills and tasks needed for students to learn in a digital era. This theory is still in the age of infancy but it has created an impact on online learning. They think that the previous learning theories need to be redefined in the digital age. Siemens and Downes (2004, online) define Connectivism as ‘the integration of principles explored by chaos, network, and complexity and self-organization theories.’ They further explain these terms. Chaos means that the

meaning exists and a learner tries to recognize the patterns. Self-organization is a micro-process on a personal level to an institution's environments. A network is defined as connections between entities and such connections between different ideas and fields can create new innovations. Personal knowledge is like a network which feeds into organizations or institutions get feedback from the network and then continues to provide learning to individual. 'Connectivism provides insight into learning skills and tasks needed for learners to flourish in a digital age' (Siemens, 2004).

These theories have played a pivotal role in the development of CMC-based learning starting from computer based instructions to computer mediated communication.

The researcher executed a CMC-ELT blended model on English language teaching programs offered through distance education in Pakistan. CMC-ELT blended learning model does not project a new pedagogical framework but it enhances the previous models of learning by adding the component of technology with distance education to create a more cost-efficient way of bringing the learning environment to the learners.

FIGURE: CMC-ELT Distance Education Model



This need-oriented model has a clear understanding of students' previous knowledge, experiences and strategies. All these aspects play an important role in specifying the structure, contents and delivery strategies. The model has been designed according to AIOU Online Learning Institute of Virtual Education (Olive) designed by the Department of Computer Sciences of the University with the following objectives: 'Quality and uniformity of learning in open and distance education, outreach to rural areas specially to girl at home, and support in postgraduate education and research from faculty abroad' (AIOU website). The

online portal of the CMC-ELT blended model was used for tutorials, students' assignments, feedback and evaluation. However, students appeared in final examination at their examination centres for assessing their performance in comparison with the students studying in present distance education system.

5.2 Data Collection Tools

The researcher adopted quantitative research framework to analyze the effectiveness of CMC in English language teaching programs in distance education in Pakistan. The study was conducted in two parts: first part focuses on the identifications of problems of the students enrolled in MA TEFL programs of the AIOU and the second part was an experimental study on using CMC in Distance Education. The experimental study was conducted during Autumn 2007 semester in which students enrolled in two post-graduate courses 'The Language Skills' (Code 553) and 'EFL in the Classroom' (Code 554) were provided guidance through CMC-ELT blended model during the semester.

In the first part of the study, a questionnaire was used to collect data on expectations and problems of the students enrolled in a post-graduate teacher education programs through distance education. The purpose of selecting questionnaire as a tool was the convenience of administration, provision of written record of feedback and flexibility for tutors and students to think and

respond in their own situation. The return rate of the questionnaire was 83.4% (students). The questionnaires were administered through mail and by hand during the face-to-face course workshops of MA TEFL programs. In the second part, the AIOU final results were analyzed to assess and compare the performance of the students in the experimental and control groups.

5.2.1 Population

The population consisted of 664 students enrolled in AIOU MA TEFL programs. It consisted of 47.2% male and 52.8% female students; whereas 69.5% were from urban and 30.5% from rural areas. The reasons for selecting the whole population as a sample in the first part of the study was to identify expectations and problems of the students in the existing distance education system. For the second part of the study, the researcher selected four regions for implementation of CMC-ELT Blended Model because these were the main regions located in the centre of the country and they also reflected diverse population. Islamabad is the federal capital and represents population from all regions of the country. Rawalpindi and Chakwal are located in Punjab whereas Abbotabad is located in NWFP. Also the AIOU administration gave consent to conduct the experiment in the selected regions only. After identifying potential students in the selected regions, a group of 26 students was selected randomly for CMC-based instructions. The experimental group

was diverse in terms of region, gender, qualification, experience and level of teaching. The rest of the students who appeared in the final examinations of AIOU were considered as a control group.

5.3 Data Presentation and Discussion

This section presents the analysis of the questionnaire as well as the Statistical analysis of AIOU assessment of Experimental and Control Groups.

5.3.1 Analysis of the Questionnaire

The present research was set in the context of MA TEFL programs being offered by AIOU. So, it was crucial to have a better understanding of the situation through a questionnaire. Students were asked about the reasons for joining English language teaching programs in distance education and what difficulties they came across during studies through a questionnaire. Originally, five categories, strongly disagree, disagree, uncertain, agree and strongly agree, were designed. For presentation, relative categories like 'strongly disagree' and 'disagree' were merged as 'disagree'. So, three categories, 'disagree', 'uncertain' and 'agree' have been used for each statement in the following tables.

TABLE 1: Reasons for Joining TEFL Programs

Statements	Disagree		Uncertain		Agree	
	Frequency	%	Frequency	%	Frequency	%
To improve teaching skills.	30	5.6	16	2.9	486	91.5
As a prerequisite of job.	175	32.2	83	15.3	286	52.5

Table 1 reflects that majority of the students (91.5%) wanted to improve their teaching skills and 52.5% of the students joined this program as a requirement for their jobs. TEFL is a teacher development programs aimed at improving teaching skills of the teachers before and after joining the teaching profession. Some of the organizations, like Public Service Commissions of Punjab, NWFP and AJK, had recognized it as a pre-requisite for the candidates who had low grades and wanted to be lecturers at college level and some private schools also validated this qualification for their teachers.

TABLE 2: Advantages of Distance Education System

Statements	Disagree		Uncertain		Agree	
	Frequency	%	Frequency	%	Frequency	%
Due to flexibility of distance education system.	78	14.3	71	13.1	395	72.6
Can't leave place of job.	128	23.5	31	5.7	385	70.8
Can't take admission in a regular teacher education programs.	126	23.1	38	7.0	380	69.8

Table 2 reveals that more or less 70% of the students joined TEFL programs due to the flexibility of distance education system as they could not leave their workplaces and join a face-to-face professional development programs. 69.8% students mentioned that they could not take admission in a regular (face-to-face) teacher education programs for reasons which may include their jobs, financial implications, cultural and social constraints, personal learning styles, age constraints and personal problems. One of the major

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reasons for opting distance education system was job constraints which restricted the candidates (70.8%) to leave their workplaces for higher studies. Rest of the students got admission in this programs as they might have no option for their professional development.

TABLE 3: Difficulty in Attending Face to Face Tutorials

Statements	Disagree		Uncertain		Agree	
	Frequency	%	Frequency	%	Frequency	%
Difficulty in time management to attend the tutorials.	85	15.7	60	11.0	399	73.4
Difficulty in commuting to attend the tutorials.	161	29.5	68	12.5	315	57.9

Table 3 shows that 73.4% and 57.9% of the students had to face difficulty in travel and time management to attend face-to-face tutorials respectively. There was a difference in the number of responses but these issues were interlinked. Sometimes travelling was not a major issue but time for travelling and managing a daylong stay out of home became a

problem for the students especially females from other cities. Through distance learning system facilitates the students in their education, yet, as far as, the TEFL programs offered by AIOU is concerned, had certain components, like tutorials, in which students' face-to-face presence was compulsory. There were 12 tutorials and students had to come to the study centers weekly or fortnightly to attend these tutorials. According to university policy, a tutor was appointed for a group of 15-30 students in a region and if there was less number of students in a city and a viable group could not be formed, they were attached with a tutor in another city. The students living in far flung areas had to travel long distances to attend compulsory tutorials, e.g., the students living in Baluchistan province were attached with Karachi which is located hundreds of miles away. Similarly, all the students in northern areas of the country had to travel to Swat for their tutorials. Keeping in view the above problems, CMC based education could facilitate the students in attending their compulsory tutorials in terms of distance and time.

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TABLE 4: Access to Materials/Resources

	Disagree		Uncertain		Agree	
	Frequency	%	Frequency	%	Frequency	%
Latest materials/libraries to prepare assignments.	348	64.0	55	10.1	141	26.0
Latest materials/libraries to prepare research project/presentation.	304	55.9	93	17.1	147	27.0
Resources available on the net.	122	22.4	75	13.8	347	63.8

Table 4 shows that 64% and 55.9% of the students did not have access to latest materials and libraries respectively to consult material for preparing their assignments and projects. According to university policy, the continuous assessment is done through assignments. Being a teacher education programs, the assignments were based on students' experiences of

language teaching in their own classrooms. Though the students were provided with textbooks, they needed to access latest materials and researches in the field of English language teaching to prepare their assignments. As the textbooks contained traditional theoretical knowledge of the subject but latest developments and trends in their discipline were available in libraries, either physical or digital, were accessible only when the students were provided access to them. Technology has reshaped the patterns of accessing resources in the form of online libraries; even the physical libraries around the world have put themselves online for better access to the learners. Students enrolled in distance education system were scattered in different areas where the university could not provide library facilities and they had no access or permission to access local libraries. Therefore, they did not have access to resources that were essential in their learning. So, most of the students showed their inaccessibility to access such resources. Ultimately this situation affected their learning. At the same time, data represents that most of the students (63.8%) were used to access internet for their learning without proper guidance.

The data reflects that most of the students were teachers, wanted to improve their professional qualification, either as a job requirement/prerequisite or not, joined distance education due to its flexibility of timing and distance. But they faced difficulty in managing time and travelling to attend face-to-face

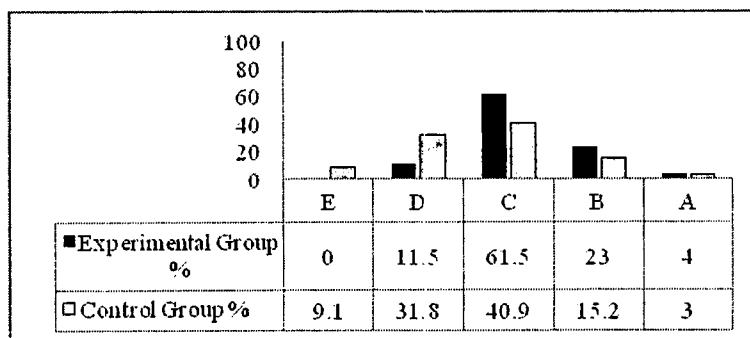
compulsory tutorials. At the same time they did not have access to libraries and authentic online resources/digital libraries.

5.3.1.1 AIOU Results

A three-hour final exam is arranged at the examination centers established throughout the country by the Department of Examination in consultation with Regional Directors and local Directorates of Education. The final paper includes all the aspects covered in that specific course.

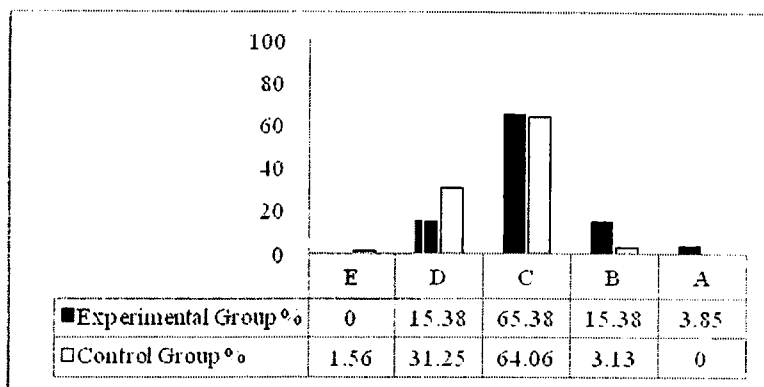
FIGURE 2: Comparison of Grades in Final Result of Experimental Group and Control Group

(All the Students from Selected Regions) Course 553



**FIGURE 3: Comparison of Grades in Final Result
of Experimental Group and Control Group**

(All the Students from Selected Regions) Course 554



The comparison of grades achieved by the students in experimental and control groups reflects that the grades of the experimental group were better than the grades achieved by other students from the selected regions. This shows the significance of the CMC-based treatment that was provided to the experimental group through online tutorials, study material, access to online ELT resources, better access to tutors and feedback on the assignment and projects.

5.3.2 A Statistical Analysis of AIOU Assessment of Experimental and Control Groups

A statistical analysis (F-test and t-test) was carried out on the samples of the experimental group and control group. The samples, 50% of the population

size of both groups, were drawn on calculator through simple random sample method. Detail of comparison is as under:

1. Examination marks of experimental and control group – CMC-based Class to all students in the selected regions (Course 553)
2. Examination marks of experimental and control group – CMC-based Class to all students in the selected regions (Course 554)

TABLE 5: Comparison of the Marks of Experimental Group with Marks of Control Group (553)

No.	Sample of Experimental Group	Sample of Control Group
1	57	41
2	57	48
3	58	48
4	60	50
5	61	51
6	63	51
7	67	52

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8	68	53
9	69	54
10	69	56
11	70	56
12	73	56
13	80	56
14	--	58
15	--	58
16	--	58
17	--	61
18	--	62
19	--	62
20	--	62
21	--	62
22	--	62
23	--	65

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24	--	67
25	--	67
26	--	68
27	--	68
28	--	71
29	--	71
30	--	72
31	--	72
32	--	72
33	--	73
	852	1983

**TABLE 6: Comparison of the Marks of
Experimental Group with Marks of Control Group
(553)**

Statistical Analysis	Experimental group	Control group
Sample size	13	33
Sum of scores	852	1983
Mean	65.54	60.09
Unbiased variance	48.1	69.44
A	.05	
F-statistic	1.44	
Critical value of F	2.30	
Degree of freedom (df)	44	
t-statistic	2.06	
Critical value of t	1.68	
Degree of freedom (df)	44	

Firstly, the equality of the variances was checked using F-test which was 1.44 against the critical value of 2.20 that supports the hypothesis that the variances are equal. Then a t-test was applied to check the equality of the average marks under the assumption of equal variances as favored by the F-test. The value of t was 2.06 against critical value of 1.68 (one-tailed test at .05 level of significance). The hypothesis of equality of means was rejected on the basis of the result which proved that sample data did not support the hypothesis. So the hypothesis that the average marks of the students of both groups are significantly different was accepted. Therefore, it can be safely concluded that the average marks of the experimental group are better than the marks of the control group.

TABLE 7: Comparison of the Marks of Experimental Group with Marks of Control Group (554)

No.	Sample of Experimental Group	Sample of Control Group
1	56	51
2	58	53
3	58	53
4	58	53

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5	63	54
6	64	57
7	65	57
8	66	57
9	67	58
10	69	58
11	70	58
12	77	59
13	80	60
14	--	60
15	--	61
16	--	61
17	--	61
18	--	61
19	--	61
20	--	62

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21	--	63
22	--	63
23	--	63
24	--	64
25	--	64
26	--	64
27	--	65
28	--	65
29	--	65
30	--	66
31	--	67
32	--	69
	851	1933

TABLE 8: Comparison of the Marks of Experimental Group with Marks of Control Group (554)

Statistical Analysis	Experimental group	Control group
Sample size	13	32
Sum of scores	851	1933
Mean	65.46	60.41
Unbiased variance	53.77	20.12
α	.05	
F-statistic	2.67	
Critical value of F	2.10	
Degree of freedom (df)	43	
t-statistic	2.31	
Critical value of t	1.75	
Degree of freedom (df)	43	

Firstly, the equality of the variances was checked using an F-test which was 2.67 against the critical value of 2.10 that supports the hypothesis that the variances are unequal. Then a t-test was applied to check the equality of the average marks under the assumption of unequal variances as favored by a F-test. The value of t was 2.31 against critical value of 1.75 (one-tailed test at .05 level of significance). The hypothesis of equality of means was rejected on the basis of the result which proved that sample data did not support the hypothesis. So the hypothesis that the average marks of the students of both groups are significantly different was accepted. Therefore, it can be safely concluded that the average marks of the experimental group are better than the marks of the control group.

TABLE 9: Comparison of Marks of Experimental Group with Previous Semester

Students	First Semester		Second Semester	
	Course 551	Course 552	Course 553	Course 554
TEFL-1	63	57	69	66
TEFL-2	56	65	58	52
TEFL-3	53	54	69	64

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TEFL-4	63	48	60	58
TEFL-5	59	50	58	69
TEFL-6	63	68	67	66
TEFL-7	65	72	73	67
TEFL-8	50	56	60	63
TEFL-9	58	71	63	58
TEFL-10	63	53	58	56
TEFL-11	59	58	63	57
TEFL-12	59	49	66	53
TEFL-13	57	52	67	60
TEFL-14	53	70	62	61
TEFL-15	62	65	57	59
TEFL-16	64	60	74	65
TEFL-17	54	58	72	66
TEFL-18	64	68	62	70
TEFL-19	66	60	70	66

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TEFL-20	68	66	73	61
TEFL-21	64	58	68	67
TEFL-22	60	61	70	64
TEFL-23	63	52	61	63
TEFL-24	58	66	68	64
TEFL-25	60	61	80	65
TEFL-26	63	56	63	77
Course-wise average	60.27	59.77	65.68	62.96
Semester- wise average	60.02		64.32	

A comparative study of the marks of the experimental group in first and second semesters reflect improvement from 60% to 64% which was though slight but was significant keeping in view the profile of the experimental group, problems of internet connectivity and power supply, etc. The examination marks included marks scored in assignments, project and final examination.

6. Conclusion

The results of this study have major implications for designing and practice of CMC-based distance education system in Pakistan. The integration of CMC with distance education system can effectively be done through CMC-ELT blended model of learning. The blended model in distance education consists of CMC-based interaction and face-to-face activities. The ratio of the blend may vary according to the nature of programs/ course, needs of the students and limitations of the institution. Moreover, the blended model of learning can also be used in traditional face-to-face setting keeping in mind the objectives of the institution and programs. Being adult learners, the students learn independently and collaboratively in CMC-based distance education system. It provides better access to students in terms of travelling, time management and interaction with tutors, and it reduced the dropout rate. Therefore, CMC-based instructions can minimize such problems and dropout rate faced by the institution and students.

The results found in this study are also consistent with the theories and researches in the field of distance education and educational technology. It proves that students learn independently and collaboratively as problem solvers. Integrating CMC improves the 'effectiveness, efficiency, attractiveness and accessibility of education' (Jochems, et al.

2004,p.205). The students, who are adult learners and are computer literate and desirous to get higher education, benefit from CMC based instructions effectively. Besides independence of learning, CMC based instructions also provides flexible and accessible supportive environment for learning. This kind of support helps adult learners to enhance their ability to study online and facilitated their access and retention of knowledge.

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Derivation of Ambiguities in Attributive Structures

Guo An

Abstract

The paper concentrates on the generation of the attributive ambiguity. Ambiguity, from the generative standpoint, could be classified into syntactic, lexical ambiguity, and phonetic ambiguity. Structural ambiguity can also be subcategorized into movement ambiguity, reference ambiguity and Not-type ambiguity. In movement ambiguity, a special kind of ambiguity includes not only the ambiguity caused by an adjective phrase but also the ambiguity resulting from a clause that plays the role of an adjective phrase in sentences, namely the ambiguity in attributive structures. We may call this kind of ambiguity attributive ambiguity in which a noun phrase has more than one attributive modifier that forms two or more different internal hierarchical constituent structures. This kind of ambiguity exists in a high frequency and has various sorts. Because of recursion of language, it makes structures much complex.

Keywords: attributive ambiguities, D-structure, syntax derivation

1. Introduction

Ambiguity one of common phenomena of any human language means one sentence suggesting more than one semantic representation. From the generative standpoint, it could be classified into syntactic ambiguity (where sentences might lead to mean more than one thing) lexical ambiguity (the ambiguity of an individual word or phrase that can be used in different contexts to express two or more different meanings) and phonetic ambiguity (words sound identical, but in fact have different meanings). English is a highly analytical language that expresses grammatical relationships by constituent order and factors, instead of internal morphological changes. As a result, syntactic ambiguity needs to be placed on the especially significant position in English ambiguity studies.

From the generative grammar system, in view of the theories applied to structural ambiguity analysis, structural ambiguity can also be subcategorized into movement ambiguity, reference ambiguity and Not-type ambiguity. Among the three, movement ambiguity occupies a large percentage of ambiguity. In movement ambiguity, a special kind of ambiguity includes not only the ambiguity caused by adjective phrase but also the ambiguity resulting from a clause that plays the role of an adjective phrase in sentences, namely the ambiguity in attributive structures. We may call this kind of ambiguity attributive ambiguity, in which a noun phrase has more than one attributive

modifier that forms two or more different internal hierarchical constituent structures. This kind of ambiguity exists in a high frequency and has various sorts. Because of recursion of language, it makes structures much complex. This paper concentrates on the generation of attributive ambiguity.

With the analysis of its generative process, attributive ambiguity is attributed to one general derivative reason—more than one D-structure is transformed into one S-structure, provided that components have different attachments in a structure resulted from possessing obviously multiple semantic relationships.

2. Research Question

Q. How is attributive ambiguity generated in English and what are its consequences?

3. Literature Review

According to Qiu Shude, (1998) in his book *English Ambiguities*, three instruments are generally used to analyze syntactic ambiguity, sentence component analysis, immediate constituent(IC) analysis and Transformational-Generative analysis.

Sentence component analysis is the one that is usually called traditional grammar analysis, which has been widely used in both ambiguity analysis and language teaching for a long time. It is still the most commonly used

approach now. It analyzes sentences from the perspective of which part modifies. Thus the knowledge of general grammar is still essential.

Immediate constituent analysis, abbreviated as IC analysis, is a way of analysis which segments a sentence at different levels until the smallest grammatical unit, the morpheme, is reached. By those cuttings, the hierarchical structure of a sentence is shown. So the purpose of IC analysis is to try to fully describe the hierarchical relationship of constituents within a sentence.

Transformational-Generative analysis, coming out of Chomsky's theory, analyses sentences from the way of how ambiguity is generated or how different D-structures are transformed into the same S-structure. It tells not only the hierarchy but the identity of the constituents of a phrase structure.

Through the comparison, it can be drawn that sentence component analysis (also called traditional grammar analysis) is widely used in ambiguity teaching to prove the presence of ambiguity in a forceful way; however, the analysis is superficial in a linear order. IC analysis not only proves the existence of ambiguity, but indicates the possibility of ambiguity and the number of the D-structures to which an S-structure can be traced back. IC analysis is thus more effective than sentence component analysis. But neither of them can indicate the reason why ambiguity is turned out, what the generative mechanism of

ambiguity is and how ambiguity is generated. Chomsky's TG grammar deeply discovers the cause and the generative mechanism of ambiguity's appearance through the movement from D-structure to S-structure besides telling the presence and number of ambiguity.

4. Methodology (Data Collection and Analysis)

This research is mainly based on the sentences from books listed in the references section. Based on tree diagrams, ambiguities formed in English sentences will be analyzed.

4.1 Theoretical Framework (Mechanisms Producing Attributive Ambiguities)

This section focuses on the theories which are used to analyze attributive ambiguities and its derivative mechanisms, D-Structure & S-Structure, X-Bar, and Attachments & Semantic Relationships.

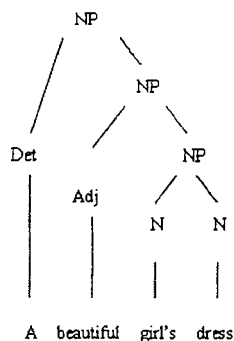
4.1.1 D-Structure and S-Structure

According to the standard theory of transformation grammar, every sentence has two distinct levels of syntactic structure, linked by rules of a particular kind called transformation. These two levels are deep structure and surface structure. They differ formally in that they are generated by rules of different kinds. The crucial point is that deep structure is more intimately connected with sentence meaning than surface structure is. Surface

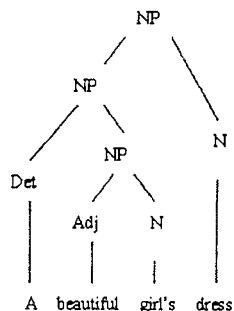
structure, on the other hand, is more intimately connected with the way the sentence is pronounced. The deep structure of a sentence is the output of the base component and the input to both the transformational component and the semantic component; the surface structure of a sentence is the output of the transformational component and the input to the phonological component. The latter is transformed from the former.

It is concluded from the above that D-structure is the mental idea expressed by a structure with component not moved. There is no ambiguity in D-structure because it is the idea representation and we are sure of what we want to express. If a D-structure is moved into an S-structure that shares the same form as the S-structure(s) of other D-structure(s), two or more D-structures are transformed into the identical S-structure. This could be demonstrated in the following example.

D-structure 1



D-structure 2



Whether the dress is beautiful or the girl is beautiful tells the difference between the D-structure 1 and D-structure 2, and this difference is represented in the two distinctive internal hierarchical structures in D-structure 1 and D-structure 2. In D-structure 1 Adj (beautiful) is related to NP (girl's dress) but Adj (beautiful) is connected with N (girl) in D-structure 2. The two different D-structures are transformed into the same S-structure: A beautiful girl's dress. It can also be said that the S-structure suggests two D-structures standing for two distinctive semantic representations. That is how an ambiguity is turned out.

4.1.2 X-Bar and Attributive Ambiguities

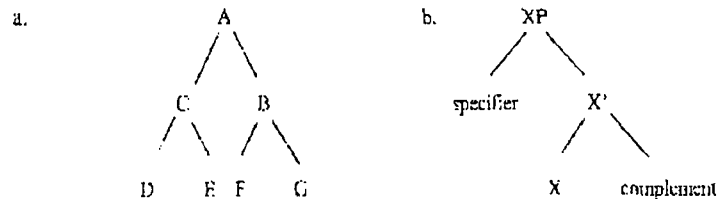
X-bar theory is given as follows:

‘Functional categories: I Inflection, and C Complement. Parameter: the head parameter distinguishes languages that incorporate X-bar Principle with

complements (maximal bar categories) to the right or left of the head, i.e. as: $x' \rightarrow X$ complements.'

X-bar makes statements about phrase structure true for all phrases rather than for one rule or one phrase type. Thus it expresses cross-category generalizations about the need for a head, a particular type of head, and for an intermediate level with the phrase, independent of whether the phrase is NPs, VPs. or any other type of phrase. It relies on two main structure relationships within the phrase: one is the link between the head and the complement; the other is between the specifier and the head. In English, almost all heads come before complements.

X-bar theory captures the structural relationships of the sentences through 'consist of'. A phrase consists of one or more constituents; a phrase A may consist of the constituent B and C, as is seen in the following tree diagram.



One distinctive feature shown in the example is that the phrase structure of the sentence is, besides linearity, a hierarchy with each constituent successively consisting of

other constituents until only the non-expandable items are left.

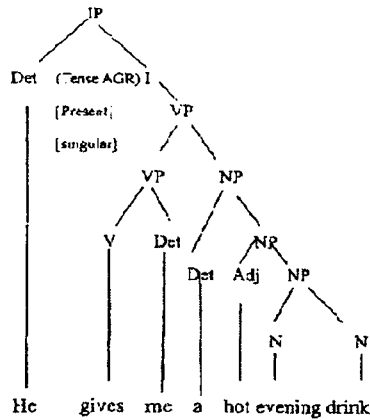
Another point to add is that an item that comes above another item in the tree (and is not on a separate branch) is said to dominate the item under it. (Alexandra, 2004, p.43) Such as, in a, C dominates D and E; B dominates F and G. Items that are under the same element are known as sisters. Hence under C, D and E are sisters; under B, F and G are sisters, and under A, B and C are sisters.

X-bar is also distinctive in claiming that every phrase conforms to certain requirements, namely, it requires phrase must be endocentric and a phrase always contains at least a head as well as other possible complement constituents. So a sentence is made of NP, VP, PP, AP ... Reasoned from that, if an ambiguity appears in a sentence, it must be in any of these kinds of phrases.

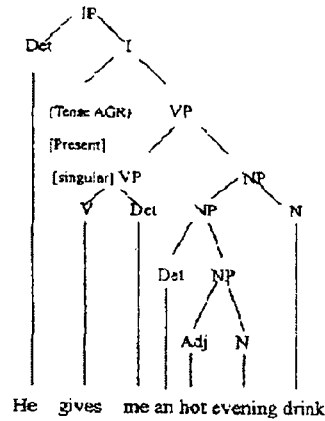
The third assertion is that once a sentence is ambiguous, it must have two or more different hierarchical structures in the structure graphs analyzed by X-bar theory. This example is taken to show where the attributive ambiguity takes place.

He gives me a hot evening drink.

D-structure 1



D-structure 2



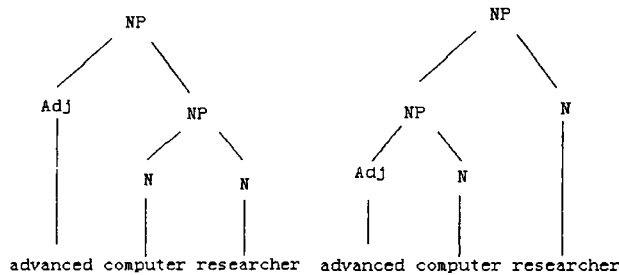
Let's observe two D-structures of the example. In NP (a hot evening drink), whether Adj (hot) is related to N (evening) or N (drink) leads to ambiguity. The S-structure of the NP (a hot evening drink) indicates the Adj (hot) has two hierarchical positions: one is the sister of NP in D-structure 1 and the other is the sister of N in D-structure 2. It is the Adj's two hierarchical positions suggested by the NP' S-structure that produces ambiguity and this is a typical attributive ambiguity.

4.1.3 Attachments and Semantic Relationships

Attachments and Semantic Relationships (A&SR) reveal the law of the unity of opposites between natural language's ambiguousness and non-ambiguousness. A&SR itself contains the disambiguating factors sometimes. In detail, the form of an ambiguity summarizes a kind of

similar structural ambiguity and is a necessary way to study ambiguity. However, the form of an ambiguity is ambiguous sometimes and isn't ambiguous sometimes in the actual situation. That is to say, during the course of instantiation, some sentences remain ambiguous but some sentences don't. For example, in English, there is a common form of an attributive ambiguity: Adj+N1+N2. During its course of instantiation, we can get an ambiguous phrase: advanced computer researcher.

'Advanced' can be regarded as an attribute of 'computer researcher' and an attribute of 'computer'.



But during other course of instantiation, (that is to say, we use other words to take the place of Adj, N1, N2), this form of an ambiguity is not ambiguous. Let's see the following sentences:

- (1) good history teacher
- (2) young middle school student

In (1), the adjective 'good' cannot be regarded as the attribute of the noun 'history'. Thus, the form of an

ambiguity structure is not ambiguous during the course of (1) instantiation. In (2), the adjective ‘young’ can be only used as the attribute of the noun phrase ‘middle school student’. It has no ambiguity either. Therefore, it is clear that the ambiguity of the form of ambiguity doesn’t exist sometimes.

From the above investigation, we can get a conclusion that when a phrase-type structure corresponds with more than one D-structure for possessing multiple Attachments and semantic relationships, we can understand the phrase-type structure in several ways and that is a potential ambiguous structure.

Also, there are lots of similar examples in everyday English. For example, ‘V + sb. + to do sth.’ is a structure which has two D-structures. One is that ‘to do sth.’ is used as the objective complement of ‘sb.’; and the other is that ‘to do sth.’ is used as the adverbial to modify the verb. Thus, this structure is a potential ambiguous structure. But during its course of instantiation, there exist ambiguousness and non-ambiguousness.

(1) He left Tom to paint the house.→

a. He left Tom the job of painting the house.

b. In order to paint the house, he left Tom.

(2) He asked Tom to paint the house.

The above (1) and (2) are instantiated examples of 'v + sb. + to do sth.'. The former is ambiguous and the latter is not ambiguous.

For another example, 'v + sb. + N', let's see its course of instantiation:

(1) We called John a waiter. →

- a. We described John as a waiter.
- b. We called a waiter for John.
- c. We called John who was a waiter.

(2) I found John an experienced doctor. →

- a. I found that John was an experienced doctor.
- b. I found an experienced doctor for John.
- c. I found John who was an experienced doctor.

(3) He teaches John English.

In the first place, it is concluded that Attachments and Semantic Relationships decide the number of D-structure. The example is a structure which has three D-structures. Firstly, it is that 'N' is used as the objective complement of 'sb.' to show that somebody has some character or some private or official capacity. Secondly, it is that 'sb.' is used as the indirect object and 'N' is used as the direct object. Thirdly, it is that 'N' is used as the direct object and 'sb.' is the appositive of 'N'.

In the second place, we can observe that different structures has different degree of ambiguities, namely, some ambiguities are obvious while some are not. However, some structures are ambiguous constitutionally. It is decided by knowledge background that it is ambiguous in deed or not. We could estimate the possibility of ambiguity in a structure by the number of D-structure. The number to quantify the ambiguity could be called latitude. For example, 'v + sb. + N' has three D-structures. Its latitude is 3. 'Adj+N1+N2' has two D-structures and its latitude is 2. The former has much possibility to be ambiguous than the later. In natural English, people are used to discarding structures with high latitude and dispensing structures with low latitude for concise expression.

4.2 Data Analysis

The following three sections analyze the data.

4.2.1 Specific Classification and Derivation of Attributive Ambiguities

According to the introduction above, it is reasonable to analyze attributive ambiguities in multi-aspects. Through the comprehensive method, this paper probes into the derivation of attributive ambiguities in detail and systematically. By different structures, this thesis classified attributive ambiguities into 7 types in its meaning scope

and the methods that referenced and discussed before will be used to analyze each type hereinafter.

Adj+N1+N2

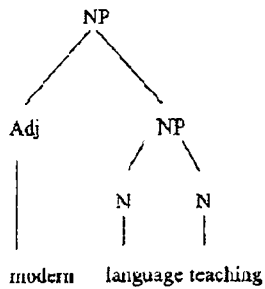
The first group of examples is analyzed by X-bar to see their D-structures.

a. modern language teaching

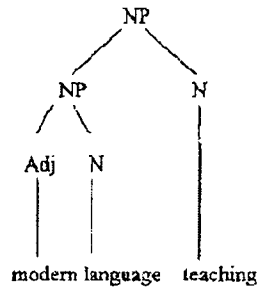
b. big building owners

c. basic English text.

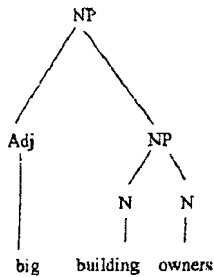
D-structure a1



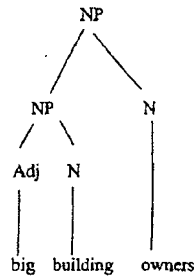
D-structure a2

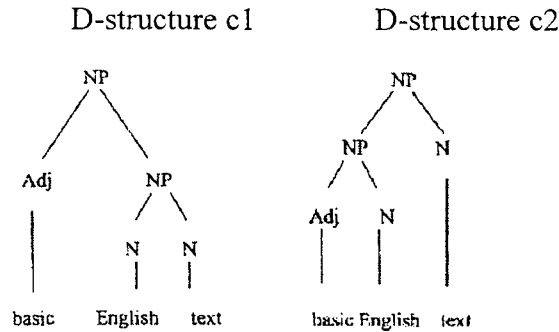


D-structure b1



D-structure b2





If Adj Selects N1 and N1+N2, there is ambiguity; if Adj Selects only N1 or N1+N2, no ambiguity appears. Whatever, according to A&SR theory, ‘Adj+N1+N2’ has two D-structures and its latitude is 2.

In the above three groups of D-structures, Adj Selects both NP and N in each group and has two positions in which Adj is either connected with NP or N. So the above three examples are ambiguous. As is mentioned, not all these structures produce two D-structures: Adj + (N+N) and (Adj +N)+N. A change of Adj in the a & b examples produces the following two expressions.

d. oral language(N1)teaching(N2)

e. rich building (N1) owners(N2)

Both d and e phrases can be described in linear order as Adj +N+N. Do they have both Adj+ (N+N)) and (Adj+N) +N D-structures like the above three D-structures? The answer is NO for Adjs (oral and rich in d and e examples) only select N2 instead of the N1. Whether N1 or

N2 is selected depends on the semantic features of both Adj and Ns. Once only one noun can relate itself to Adj, there's only one D-structure (from A&S theory aspect, we also could consider it has two same D-structures). If one D-structure is moved into one S-structure that is not identical with any other S-structures derived from other D-structures, no ambiguity is produced either. Therefore d and e examples are not ambiguous.

N1+N2+N

In the following phrases, though no adjectives appear, the first two Ns play the role of an adjective to modify N. N1 and N2 can either form a combination of NP to relate this combination to N, or N1 is connected to the combination N2+ N, therefore, its latitude is 2.

Let's see two examples.

We are girl college students.

Study of fish blood system may aid cancer research.

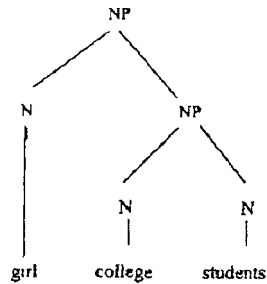
N1+N2+N structures are taken out for convenient analysis.

a. girl college students

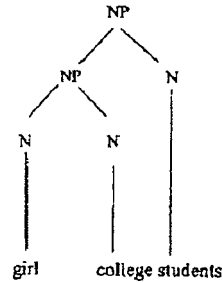
b. fish blood system

Derivation of Ambiguities in Attributive Structures

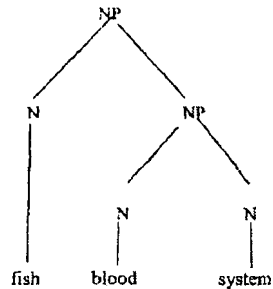
D-structure a1



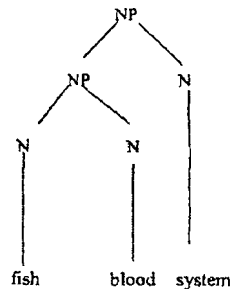
D-structure a2



D-structure b1



D-structure b2



Whether N1 is related to (N2+N) or forms a combination with N2 and relates the combined form to N tells the difference between the two D-structures in each group described above.

In a D-structure a1 college students are all girls while (1) D-structure a2 states students from girl college, but they are not necessarily all girls.

The similar is the second group.

D- structure b1 $N1+(N2+N)$

D- structure b2 $(N1+N2) +N$

D-structure b1 tells the blood system of fish while D-structure b2 shows the system of cold blood.

Another two examples are set for the reason how the ambiguity comes out specifically.

c. bus station shop

d. clothes style show

Both c and d phrases have one D-structure— $(N1+N2) +N$ for N1 Selects N2 instead of N, because N1 and N2's combination express a uniformed meaning which can't be disconnected.

It is seen that the reason for $N1+N2+N$ structure ambiguity is that N1 can individually relates itself to N or form a combination with N2 and this combination is connected with N.

Adj+N1+N2+N3+...Nn

In this structure an Adj is followed by nouns. If Adj selects one N next to it there's no ambiguity; if Adj selects two Ns next to it, two D-structures are produced; if Adj select three Ns three D-structures appear. Reasoned from the above, the number of Ns selected by Adj determines the number of D-structures, namely, its latitude is determined

by n and its latitude is n. If more than one Ns are selected by Adj, ambiguity is produced.

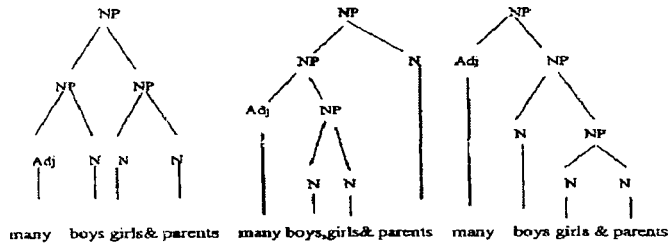
Two examples are taken to justify the above.

a. Many boys, girls and parents are playing under a tree in summer.

b. A baseball player must have good vision, coordination, speed and judgments.

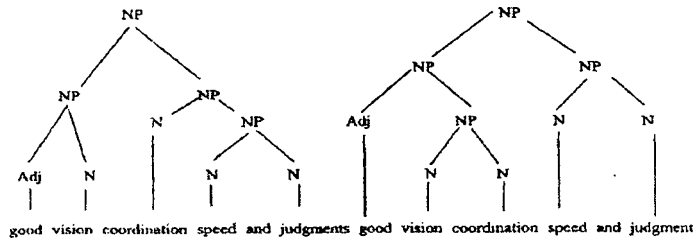
Many boys, girls and parents and good vision, coordination, speed and judgments are in the two phrases where ambiguity occurs.

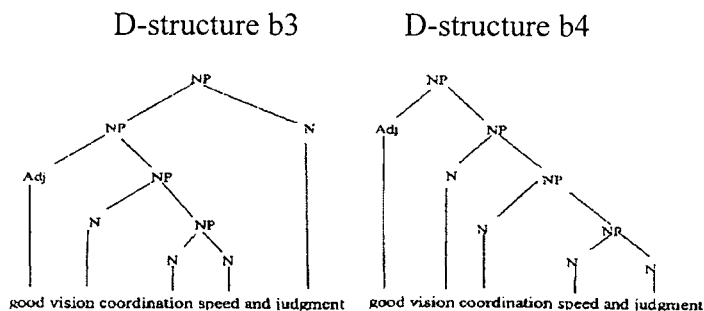
D-structure a1 D-structure a2 D-structure a3



D-structure b1

D-structure b2





In the three D-structures of the phrase example a, shown in a1, Adj is related to N, N+N and N1+N2+N respectively and Adj Selects all these three Ns. The four D-structures of the phrase from example b D-structures tell that Adj can be related to N1, N2, N3 and N4, and Adj Selects all these four Ns.

Seen from the above, the number of Ns selected by Adj determines the number of D-structures, that is to say, the number of Ns selected by Adj equals the number of D-structures sharing the same S-structure.

Adj1+Adj2+Adj3+...+Adj_n+N

In this structure the number of Adjs indicates the quantity of D-structures underlying this S-structure. All Adjs select N because all the Adjs are placed before N. through calculating, its latitude is $2^{(n-1)}$. It means if one structure has 2 Adj, it must have 2 D-structures; if has 4 Adj, it must have 8 D-structures, etc. For example:

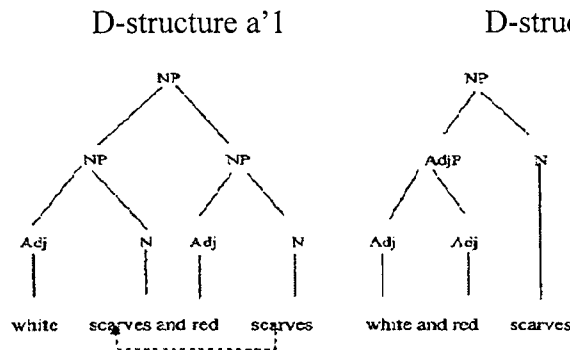
a. White and red scarves on women's heads make this street colorful.

b. Gray, red, blue socks are in the show window.

For the sake of simplicity, only the Adj +Adj+ Adj+ Adj+.....+N structure is taken out for analysis

a'. white and red scarves

In this structure both the Adjs are before N, and thus select N. Another characteristic of the two Adjs is that they can select each other and form a combination first and then relate the combined form to N. The first feature determines one D-structure; the second characteristic, the other.



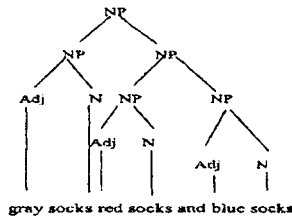
In D-structure a'1, two Adjs are both respectively related to N for they select N. But in D-structure a'2, two Adjs relate themselves to each other and form a combination for they both select each other, and then connect this combined form with N.

The structure a1 means pure white scarves and pure red scarves, while D-structure a'2 indicates that, on the same scarf, there are both white and red colors.

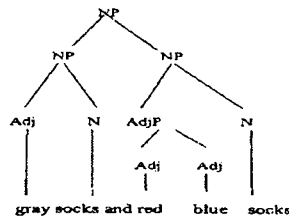
The similar explanation can be used to D-structures of example b.

b' gray, red, blue socks

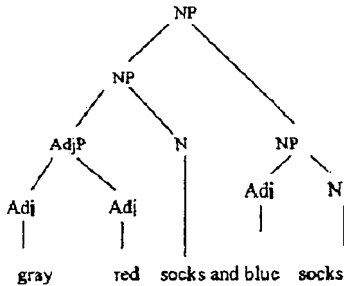
D-structure b1



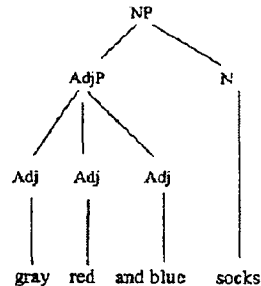
D-structure b2



D-structure b3



D-structure b4



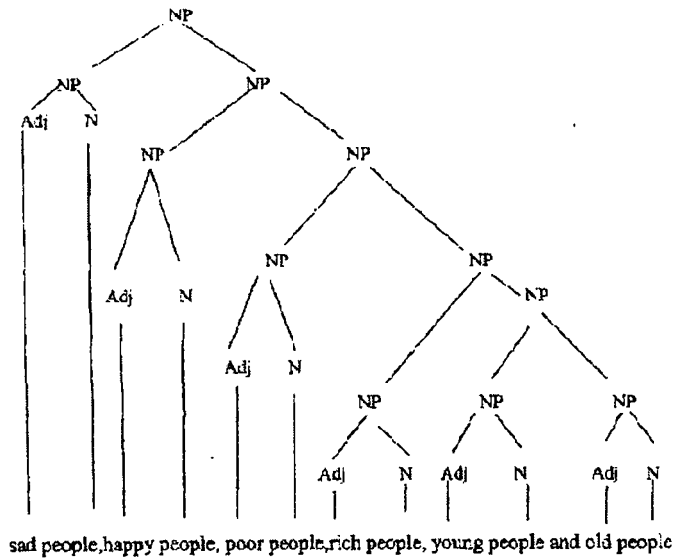
Like example a's explanation, the reason for the four D-structures of example b is that all the Adjs select N and select among themselves. It's natural for Adjs to select N because Adjs are placed before N. If Adjs do not select N and, of course, they can't occupy the positions before the N and the phrase is ungrammatical. But it is not certain for two Adjs next to each other to select each other.

For example:

c. Sad, happy, poor, rich, old and young people all live in this large crowded city.

The Adjs like sad, happy, poor, rich, old, and young all select the N (people), but an Adj can't select the Adj next to it so this phrase has the same D-structure.

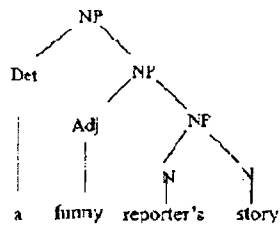
D-structure c



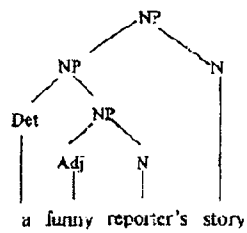
Adj+Np'S+Np

- (1) a. a funny reporter's story
- (2) b. a dull boy's knife
- (3) c. a plain man's necktie

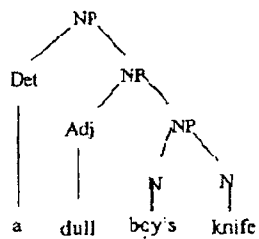
D-structure b1



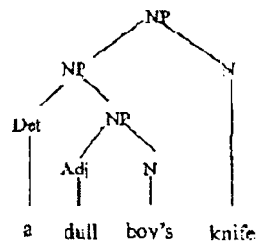
D-structure b2

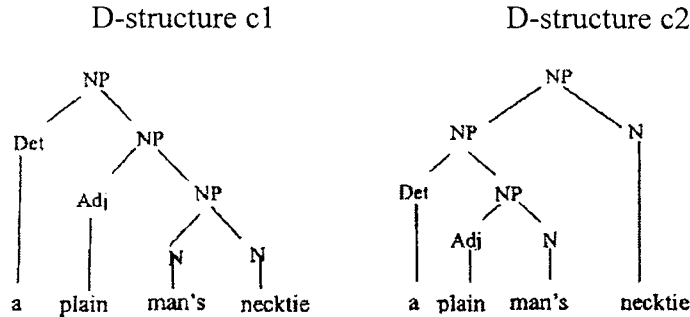


D-structure b1



D-structure b2





Judging from above three groups of D-structures, Adj of each group occupies two positions in D-structures. One is the position connected with NP; the other is related to N. The two hierarchical positions of Adj in D-structures produce ambiguity in S-structure in which Adj has one position in linear order. All these examples are ambiguous because each has two D-structures representing two different semantic interpretations. It could be concluded its latitude is 2.

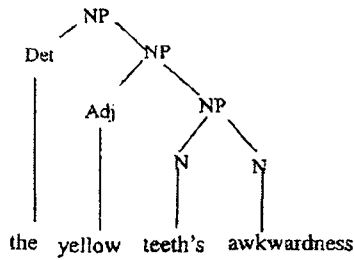
But the question is whether all these Adj+NP's+NP structure expressions are ambiguous. Now another two examples are set as follows:

d. the yellow teeth's awkwardness

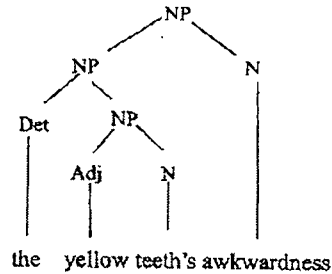
e. a brave soldier's rifle

First let's suppose these two phrases can be analyzed by X-bar into two D-structure

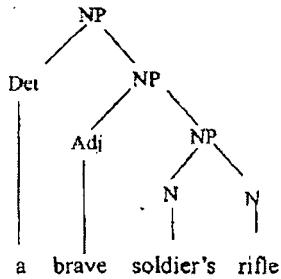
D-structure d1



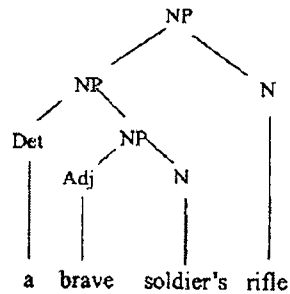
D-structure d2



D-structure e1



D-structure e2



Now the two groups of D-structures are checked in a more exact way. First D-structure2 of each group is taken out for observation. D-structure d2 can be paraphrased, according to hierarchical constituent relationship, into the awkwardness caused by yellow teeth, and D-structure e2 can be interpreted as rifle of a brave soldier. Both the D-structure 2s of the two groups is semantically acceptable, and can pass selection (semantic selection, meaning

semantically-acceptable). Therefore they are semantically well-formed, and are D-structures of the S-structures.

Then D-structure 1 of either group is under observation. In D-structure d1 and D-structure e1, Adjs are the modifiers of NPs (teeth's awkwardness and soldier's rifle respectively) and then can be rewritten as follows.

D- structure d2: the yellow awkwardness of teeth D-structure e2: the brave trifle of a soldier

What do yellow awkwardness and brave rifle mean? Yellow and brave can't semantically match awkwardness and rifle respectively. Because two words yellow and awkwardness can't select teeth and rifle. Both D-structure d2 and D-structure e2 make no sense.

From the above reasoning, the supposition is wrong and d & e examples are not ambiguous for either one has only one D-structure. But why do some phrases of the same structure generate no ambiguity?

The key answer depends on the semantic features of Adj. If Adj has such semantic features that select both N and NP following it, the phrase is ambiguous. If Adj has semantic features that select only one of them, the phrase is not ambiguous.

So it is the Adj that produces ambiguity.

4.2.2 Genitive Case Ambiguities

Though in this structure there's no Adj, but the genitive's has the function to play the role of the Adj and modifies the constituent after it. This ambiguity comes out of the reason that, in NP's structure, NP can has more than one representation.

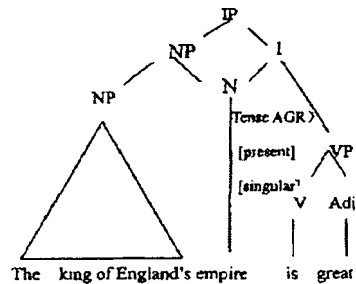
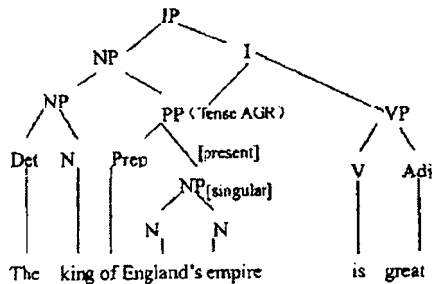
For example:

- a. The king of England's empire is great.
- b. This chic woman' clothing looked nice.

First let's analyze it by X-bar theory.

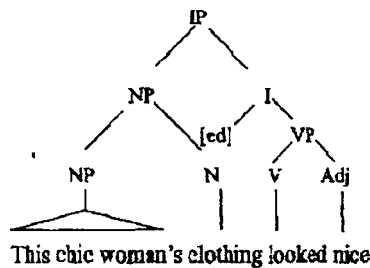
D-structure a1

D-structure a2

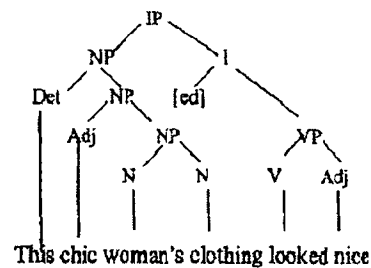


D-structure a1 states that in NP's, NP is the England, while in D-structure a2 in NP's, NP is the king of England. That is to say, that the NP stands for either England or the king of England tells the difference between the two D-structures. D-structure a1 means the king is great but D-structure a2 says the empire is great.

D-structure b1



D-structure b2



Whether N (clothing) is mapped to NP (this chic woman) or N (woman) tells the difference between D-structure b1 and D-structure b2.

The above a & b two groups of D-structures show that in NP's structure, NP can be either N or NP. We see that in the NP's structure, the number of NPs that NP can stand for is the same as the quantity, which the D-structures NP's structure can produce, and its latitude.

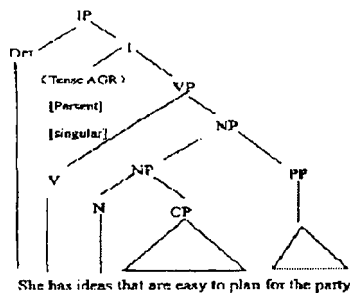
4.2.3 Attributive Clause Ambiguities

Attributive clause plays the role of adjectives as a sentence and functions as a modifier of NP. However, if an attributive clause can have the more than one possible

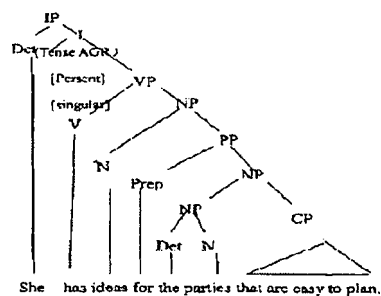
modified in a sentence, that is to say, the same attributive clause can be more than one modifier or more than one NPs, there's ambiguity.

- a. She has ideas for the parties that are easy to plan.
- b. I was taught by the man who taught Mabel and the woman who taught you and Fred.

D-structure a1



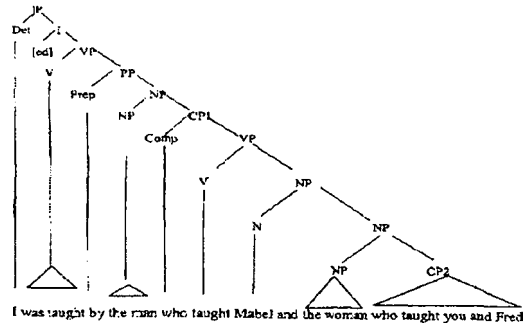
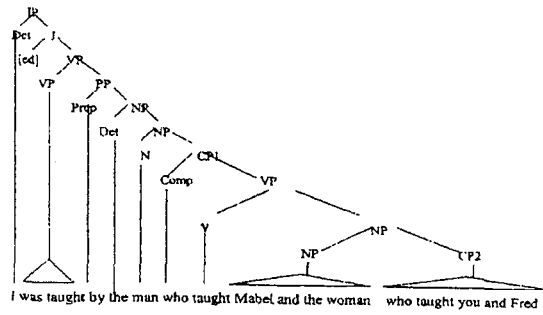
D-structure a2

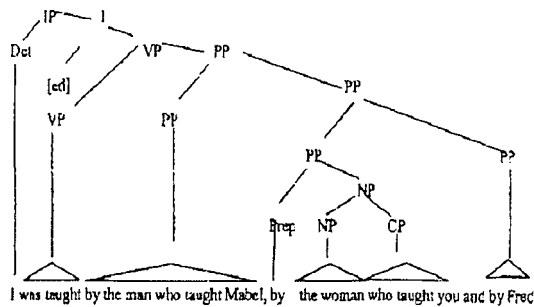


Derivation of Ambiguities in Attributive Structures

D-structure b1

D-structure b2





In D-structure b2 CP2 (who taught you and Fred) is mapped to NP (the woman)

In D-structure b3 CP2 (who taught you) is connected to NP (the woman) to form the NP that is combined with N (Fred)

In D-structure b4, CP is still mapped to NP; however, the combination is connected to Prep in D-structure b4 instead of NP in D-structure b3. The NP (the woman) is different because it performs different functions in D-structure b3 and D-structure b4. So the same CP can be related to two different NPs and ambiguity is turned out.

The above D-structures say that the same CP has two positions in D-structures. The CP, after being moved or transformed, is set in one position in S-structure.

It is thus concluded that if an attributive clause has above one position in D-structures, and these more than one positions in D-structure are moved or transformed into only one position in S-structure, ambiguity is produced. This kind of ambiguity is hard to be estimated by latitude for CPs is too complex to define.

It is the analysis of 7 types of attributive ambiguity above. From the analysis, we could find the commonness and individual aspects of attributive ambiguities. That will help us improve universal grammar theory, understand the derivation of ambiguities in a systematic way and the most important, benefit computer information processing, language education and so forth in practical field.

5. Conclusion

Ambiguity is a popular phenomenon of language. This thesis gives a definition of attributive structure at the beginning and then introduces some typical analyses methods. In the second part, Chomsky's transformational-generative approach is considered as the reliable theory to probe the generative mechanism that turns out attributive ambiguity and another theory, Attachments and Semantic Relationships, was used to scale the possibility of ambiguity. The third part concentrates on specific classification of attributive ambiguities and using the theories mentioned before to analyze each type.

Chomsky's theories aim at a universal grammar of all languages and structural ambiguity is common to all languages. Therefore the study of attributive ambiguity should be a part of universal grammar and Chomsky's findings can be of great value to discovering more about attributive ambiguity. The innovative ideas derived from the application of Chomsky's theories to attributive ambiguity are given as follows.

The mechanism that produces attributive ambiguity is the transformation in which more than one D-structures are transformed into one S-structure. Besides, different types of attributive ambiguities arise from different interfaces, therefore, the grade of ambiguity are different.

Anyway, the ambiguous structure provides the possibility for it to be understood in more than one way in a certain linguistic environment and thus the ambiguous structure of a language is the root reason for the production of ambiguity. It is essential to study structural ambiguity independent of a linguistic environment.

In addition, the systematic and penetrative study of attributive ambiguity will, first, exploit A&SR theories in a more specific perspective, which could scale the ambiguities in a much standard way. Secondly, Chomsky's approach to structural ambiguity covers attributive ambiguity comprehensively from its derivative mechanism to classification in a generative and dynamic way, and thus can give an overall penetration into attributive ambiguity. The third, the graphic illustration of the dynamic movement from D-structure to S-structure is more helpful and insightful in ambiguity teaching. Finally, the study of attributive ambiguity helps to find more about the nature of a language structure and is thus conducive to the study of syntax.

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Backward or Advanced -A Re-evaluation of Chinese Characters

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Abstract

There have been two complete opposing viewpoints on Chinese writing system in the 20th century: Written Chinese is a backward writing system; written Chinese is an advanced writing system. Why are there two complete opposing viewpoints? This paper explores the nature of the Chinese writing system and works out a new interpretation of this phenomenon through comparison between the Chinese writing system and the world writing systems: the Chinese writing system is an ideogram which expresses the meaning based on the shape of characters, it is neither backward nor advanced, it is just one of the writing systems in the world, and is suitable for the Chinese language.

Keywords: Chinese characters, ideograms, writing system

1. Introduction

In the beginning of the 20th century, many scholars, such as Qian Xuantong (1918) and Lu Xun (1934) believed that written Chinese was a backward writing system in comparison to other writing systems (for example, alphabetic writing), and that it must be changed to a phonetic in the future. But by the end of the 20th century and the beginning of the 21st century, some scholars, such as An Zijie (1990), Li Minsheng (1997) held forth a completely opposite idea, they believed that written Chinese was one of the most advanced writing systems in the world, and after studying Chinese characters, one could become more intelligent. We need to discuss the quality of written Chinese and the relationship between Chinese characters and the Chinese language within these two opinions.

2. Hypothesis

The hypothesis for this paper is based on the theory as follows: Language and writing are two distinct systems, language is a combination of sound and meaning, and writing is a record of language. The existence of language is much older than the existence of writing. Some languages still have no written record even nowadays. When writing records a language, writing also possesses the sound and meaning of the language, and when writing records a language, it can record a language based on sound as well as meaning. Phonetic writing system would be

created if writing recorded the language through sound, and ideographic writing would be created if writing recorded the language through meaning. These two writing systems simply select different aspects to recording language, they both developed themselves from immature to ripe, and they are neither backward nor advanced.

3. Literature Review

Wang (1996) believes that Chinese characters are ideographic, early Chinese characters construct their shape through the meaning, i.e., a Chinese character constructs its shape through the meaning of a morpheme, which the character records in the language, so the word meaning and the shape of the character are unified. This character is showed more directly and distinctly during the period of ancient Chinese characters before the Small Seal Character. (汉字是表意文字，早期的汉字是因义而构形的，也就是说，汉字依据它所记录的汉语语素的意义来构形，所以词义和据词而造的字形在汉字里是统一的。这一点，在小篆以前的古文字阶段表现得更为直接、明显。)

The Chinese writing system is an ideogram because written Chinese records the Chinese language through the meaning, not the sound, and the Chinese writing system is just one of the two writing systems in the world, it is neither backward nor advanced.

Qian Xuantong (1918 and 1923), Lu Xun (1934) Zhou Youguang (1982), Lv Shuxiang (1990) believe that Chinese characters are difficult to write and hard to remember, and which led to education not being universal and China declined into poverty and ignorance at the beginning of the 20th century. Therefore, they believe that written Chinese is a backward writing system, that must be abolished, and a phonetic writing system; either Latin alphabet or Roman characters should be adopted.

At the end of the 20th century, some researchers, such as An Zijie (1990), Bi Kesheng (1993), Li Minsheng (1997) point out that written Chinese is one of the most advanced writing systems, it can express ideas directly. If people study Chinese characters, they could become wiser.

4. Research Methodology

This article mainly adopts the comparative method to research the Chinese writing system. The paper first compares the two completely opposite viewpoints on Chinese characters: Chinese writing system is a backward writing system; Chinese writing system is an advanced writing system. Besides the two different viewpoints, this paper also compares the reasons which led to the two opposite opinions: at the beginning of the 20th century, China was a society full of poverty and ignorance At the end of the 20th century, China became prosperous and rich. Although the Chinese writing system is still an ideogram, China had changed. What is the nature of

Chinese characters? This paper puts Chinese writing system into the world writing systems, and judges the quality of Chinese characters through comparison with other world writing systems.

This paper also uses descriptive methodology to describe how Chinese characters represent the meanings of a word, and how Chinese characters adapt to the Chinese language.

4.1 Two Complete Opposite Viewpoints on Chinese Characters

This section deals with two points of view that are completely opposing but yet form an important aspect of this research.

4.1.1 Written Chinese is a Backward Writing System

Qian Xuantong (1918) pointed out that if we want to abolish Confucianism, we have to abolish Chinese characters first; if we want to blow away general people's childish, uncivilized and stubborn idea, we had to especially abolish Chinese characters first. (欲废孔学，不可不先废汉文；欲驱除一般人之幼稚的野蛮的顽固的思想，尤不可不先废汉文。) He (1923) also announced 'if there is no revolution of the Chinese characters, then education cannot be made universal, national languages cannot be unified, literature in national languages cannot fully develop, new truth, new learning and new knowledge

of the whole world cannot be easily and freely written down.’ (汉字不革命，则教育绝不能普及，国语绝不能统一，国语的文学绝不能充分的发展，全世界的人们共有的新道理、新学问、新知识决不能很便利、很自由地用国语写出。)

Lu Xun (1934) also believed that Chinese characters are tuberculosis of Chinese masse workers. Tubercle bacillus hides inside the body and if we do not remove it first, the result is we will die. (汉字也是中国劳苦大众身上的一个结核，病菌都潜伏在里面，倘不首先除去它，结果只有自己死。)

Not only Qian Xuantong (1918) and Lu Xun (1934), but also other famous people at that time such as Cai Yuanpei, Chen Duxiu and Hu Shi^[1] expressed their thoughts on the need for a revolution of the Chinese characters, because it is difficult to know, difficult to remember and difficult to write. Because of these difficulties, Chinese characters hindered universal education and contributed to poverty in China. All these people wanted China to become rich and mighty, so they appealed to abolish Chinese characters.

After more than 60 years, there are still many scholars who believe written Chinese is a backward writing system and should be reformed or substituted.

Zhou Youguang (1982) pointed out that for the functions and efficiency, 10 thousand Chinese characters cannot match 26 Latin letters ever when he talked about typing Chinese characters on the computer. (一万个汉字和26个拉丁字母永远无法再功能和效率上并驾齐驱。) In the book *Bijiao wenzixue chutan* (1998), Zhou Youguang also believes that the three phases of human writing history are picto-ideographic writing, ideo-phonetic writing and phonetic writing. Picto-ideographic writing can be named 'pristine writing'; ideo-phonetic writing is the development phase of 'go out of primitive society and come into classic period', so it can be named as 'classic writing'. Phonetic writing is the third phase of human writing history. Mr. Zhou believes written Chinese is one of the ideo-phonetic writings and is located in the second phase of human writing history.^[2]

Lv Shuxiang (1990) points out that to write and use Chinese characters at will, stubborn and rigid characteristics are now two headache problems.(汉字里边的乱写乱用，汉字里边的食古不化、食洋不化，是当前叫人头疼的两个问题。)

Zhou (1982) and Lv (1990) also believe written Chinese is backward, and Zhou's opinion of syllogism on world writing history placed Chinese characters in a

backward position. Their opinions of Chinese characters are more or less influenced by western scholars.

In the book *Course in General Linguistics* (1959, pp.25-6), Ferdinand de Saussure believes:

There are only two systems of writing: 1) In an ideographic system each word is represented by a single sign that is unrelated to the sound of the word itself. Each written sign stands for a whole word and, consequently, for the idea expressed by the word. The classic example of an ideographic system of writing is Chinese. 2) The system commonly known as 'phonetic' tries to reproduce the succession of sounds that make up a word. Phonetic systems are sometimes syllabic, sometimes alphabetic, i.e., based on the irreducible elements used in speaking. To a Chinese, an ideogram and a spoken word are both symbols of an idea.

Leonard Bloomfield (1933, p.205) believes:

Systems of writing which use a symbol for each word of spoken utterance are known by the misleading name of ideographic writing. The important thing about writing is precisely this, that the characters represent not features of the practical world ('idea'), but features of the writers' language; a better name, accordingly, would be word-writing or logographic writing.

Both Saussure and Bloomfield believe that written Chinese represents an idea through a word. Writing comes from pictures, but not all pictures can develop into writings. Only when pictures combine with sound, when single characters with fixed sound come into use, and when single characters can record language according to the natural sequences of language, we may assume that writing is created. Fixed pictures combined with sound or not are an important standard for separating writing and pre-writing. If a picture is not fixed and combined with sound, it is only pre-writing. The opinion that Chinese characters express ideas and have no relation with sound, tries to show that written Chinese belongs to pre-writing, so it is a backward writing system.

Western scholars' opinion that Chinese characters represent ideas through words and Chinese scholars' 'ideo-phonetic' of syllogism, placed Chinese characters in a backward situation where a thought prevailed that Chinese characters must be reformed.

4.1.2 Written Chinese is an Advanced Writing System

The other side of 'Chinese characters represent ideas' is that written Chinese is a marvelous writing system. Natural scientists believe that signs like '+' - '×÷' can be used all over the world because they only express ideas, and not sound. According to this theory, some people believe that Chinese characters are ideograms and have no

relation with sound, so they can be popular all over the world. In the book *Jiekai Hanzi zhi Mi*, An Zijie (1990) discusses the relationship between shape and meaning of 5888 Chinese characters. He points out that written Chinese can be considered 'China's 5th great invention'. Chinese characters spell words through shapes; therefore, after studying it, one could become more intelligent. Bi Kesheng (1993) believes the more writing can extricate itself from language's limit and fetter and communicate directly with thought, the more it can play a role in the diachronic and synchronic social effects, and is more mature and advanced in social functions. Written Chinese is unique to this type of writings in the world.(一种文字, 越是能摆脱语言的局限与羁绊, 直接与思维沟通, 它就越能发挥文字的历史性与共时性的社会效应, 从社会功能上说它也越成熟越选进。而汉字就是当今世界独一无二的这样一种文字。

Li Minsheng (1997) believes scientific development has proved that Chinese characters have inner rules that are more advanced than other writing systems and more suitable for computers. Picture character, intellectualized inclination and the superiority of audio-visual's identification, which only Chinese characters possess and other writing systems cannot compare with, will make Chinese characters more powerful and of vigorous vitality.

(今天的科学发展说明, 汉字有着比世界其它文字更先进、更适合电脑化原理的内在规律。汉字所独有的、任何文字符号所无法比拟的图形特征、智能化倾向和视听识别的优越性, 将表现出更强大而旺盛的生命力。

4.2. Quality of Chinese characters

When we discuss the backwardness and the advantages of written Chinese, we see that quality is the key point. The quality is the inherent or essential characteristic of one thing distinguishing it from another. If we want to judge the quality of written Chinese, we need to compare it with other writing systems of the world to find out its essential characteristics. Just as the paper describes earlier, when writing records language, it also possesses the sound and meaning of the language, so writing records both. But among the shape, sound and meaning, only shape belongs to writing itself, so the standard for categorizing world writing systems should be the principal of shape structure.^[3] When writing records language, it can construct its shape through sound as well as meaning, the former created phonetic writing, and the latter created ideographic writing. Phonetic writing and ideographic writing, we can suppose, are the two parallel lines of written language development around the world. These two writing systems developed from simple to mature, and the development from ideographic writing to phonetic writing does not exist. Ideographic writing constructs its shape according to the

meaning, and phonetic writing according to the sound. For example, when we record the word ‘sun’, written Chinese uses the character ‘日’, the shape of ‘日’ is just like the actual sun’s shape in small seal character. Obviously it is created according to the meaning. In English, we use s-u-n to record sun, and the shape of ‘sun’ is created according to the sound. For the function of recording language, ‘日’ and ‘sun’ are the same, they both record the word ‘sun’, but for the representative function, the shape of ‘日’ cannot express sound and the shape of ‘sun’ cannot express meaning.

According to the book *Shuowen Jiezi* (2004) there are mainly four ways to create a character: using hieroglyph, self-explanation, associative compounds and the picto-phonetic method. It goes without saying that a hieroglyph constructs its shape through meaning. Self explanatory characters are made up by adding self-explanatory symbols to pictographs, or completely made up of symbols. An example would be the character 本 (root), which is made up by adding a stroke under the character 木 (tree), pointing out the meaning of root. This method of creating a character is not according to sound, it is according to meaning. Associative compounds are a combination of two or more symbols that represent a new character with a new meaning. For instance, the character

明 (bright) is composed by 日 (sun) and 月 (moon). definitely constructs its shape through meaning. The picto-phonetic method is a character formation method combining one symbol that indicates the meaning and one symbol that indicates pronunciation, into a new character. Meaning symbol indicates the character's meaning and characteristic; phonetic symbol indicates the pronunciation of the character.

We can agree that there are some Chinese characters that were created through sound at the beginning of the creation of writing. For the history of the development of written Chinese, however, most picto-phonetic characters were created by adding or changing the symbol of meaning on the basis of the original characters. For example, the word marry was recorded by 昏(dusk), because marriage ceremony was traditionally held at dusk in ancient times. Later a 女(female) was added to the character 昏, which formed a new character, '婚' to record the word marry. 女 does not indicate the sound but indicates the meaning. There are a lot of these kinds of examples:

风, the original meaning being wind, extended to the meanings of morals and admonish. A symbol to show meaning 讠 (talk) was added to 风 , and 讽 (admonish) was created.

正 , has a meaning of honesty, the extended meanings are educate and govern. A symbol to show meaning 攴 (beat) was added to 正 , and 政(govern, rule) was created.

莫, this character's shape is *jiaguwen* and means 'sun falling into the grass', which indicates the meaning of dusk. This character was borrowed as a negative adverb, then a symbol to show meaning 日 (sun) was added to 莫 , and 暮 (dusk) was created.

然, the original meaning is burn and later this character was borrowed as a function word. A symbol to show meaning 火 (fire) was added to 然, and 燃(burn) was created.

砲, was used to record the meaning of cannonball, but with the development of science, cannonballs were not made by 石(stone) any more. The symbol of meaning changed to 火(fire), and thus 炮 was used to record the word cannonball.

Certainly, there are some characters that were created by adding phonetic symbols, such as 齿(chi3, tooth). Its early shape is a hieroglyph and later a phonetic symbol 止(zhi3, stop) was added to show the pronunciation

of 齿. This phenomena, however, is not common, so it can not influence the judgment on the quality of Chinese characters. Written Chinese is an ideographic writing, just like Wang Ning (1991) says the message that derives directly from shape is the meaning, and we know sound through meaning. This is exactly opposite to phonetic writing which derives phonetic messages so we know meaning through sound. (它的形体直接带来的信息是意义, 由义而知音。这与拼音文字直接带来语音信息, 由音而知义, 正好相反。)

To evaluate a writing system, it is essential not to lose contact with the language that the writing records. It makes no sense to evaluate a writing system without evaluating the language with it. If a writing system can express perfectly the language which it records, then it is to adapt to the language.

The Chinese language is a kind of language which lacks morphological changes, with a small amount of syllables (only a slightly more than four hundred), therefore there are a large amount homonyms. Because of the restrictions in context, homonyms generally cannot influence the expression of meaning in oral conversation. But to distinguish homonymous words, ideographic writing is more efficient than phonetic writing. Ideographic writing can distinguish homonyms through symbol that shows meaning in the character, thus indicating the meaning. For

instance, 经(jing1), 茎(jing1), 泾(jing1), 颈(jing3), 胫(jing4), 径(jing4), 痉(jing4), the pronunciation of these characters is similar, as an ideographic writing system, written Chinese can distinguish these characters through the symbols of meaning: 纟(silk) of 经 indicates this character's meaning is a warp of fabric, with an extended meaning of often; 艹(grass) of 茎 indicates this character's meaning is the stem of a plant; 氵(water) of 泾 indicates this character's meaning is a river; 页(original meaning is face) of 颈 indicates this character's meaning is neck; 月(original shape is 肉, meat) of 胫 indicates this character's meaning is shin; 辶(walk) of 径 indicates this character's meaning is footpath; 疒(sick) of 痉 indicates this character's meaning is convulsion.^[4] On the other hand, there are many dialects in China; the biggest difference between different dialects is the pronunciation. There may be several different ways to pronounce a word or a sentence. If it is recorded by phonetic writing, it may be changed into several words or sentences, Chinese characters overcome this phonetic difference of dialects.

5. Conclusion

The above discussion shows that according to the relationship between the language and writing, we can

catalogue world writing systems into two kinds: phonetic writing and ideographic writing. They are two parallel developmental kinds of world writing systems. Phonetic writing developed itself from immature to ripe, ideographic writing also developed itself from immature to ripe. The development from ideographic writing to phonetic writing are not exist. Phonetic writing and ideographic writing have their own setbacks and advantages. Their advantages are just their shortages: phonetic writing lacks connection with meaning, and ideographic writing lacks connection with sound. To evaluate a writing system, it is essential not to lose contact with the language that the writing records. As an ideographic writing system, Chinese writing precisely adapt to the Chinese language, it is neither a backward writing nor an advanced writing, it is just an ideographic writing system which suitable for the Chinese language.

End Notes

[1] Cai Yuanpei: Chinese characters had to reform, then we could directly change to a Latin alphabet. (汉字既然不能不改革，尽可直接的改用拉丁字母了。) Chen Duxiu: The only way is to abolish Chinese characters first, temporarily keep Chinese language, and write it using the Roman alphabet. (惟有先废汉文，且存汉语，而改用罗马字母书之。) Hu Shi: (We) must replace classical Chinese with modern Chinese, then change modern Chinese into a phonetic writing system. (必需先用白话文字代替文言的文字，然后把白话的文字变成拼音的文字。)

[2] Zhou Youguan named the three kinds of writing in Chinese 形意文字(xingyi wenzi), 意音文字(yiyin wenzi), 字母文字(zimuwenzi).

[3] For the quality of Chinese characters, there are many names, such as pictograph, ideographic writing, logographic writing, word-writing, syllable writing, etc. The reason is different scholars used different standards to judge the quality of Chinese characters.

[4] Although most meaning symbols only indicate a confined meaning, not the exact meaning, meaning symbols still indicate meaning, not sound.

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