

ISSN 2249-894X

Impact Factor: 5.7631 (UIF)

REVIEW OF RESEARCH

International Multidisciplinary Online Journal

Special Issue, February 2019



Journal No. 48514

National Conference on

REGIONAL LITERATURE IN ENGLISH TRANSLATIONS:

GLOBAL PERSPECTIVES

15th & 16th February, 2019

Sponsored by



Indian Council of Social Science Research
(Ministry of HRD, New Delhi)

Organized by



VIGNAN'S

Foundation for Science, Technology & Research

(Deemed to be University)

-Established under Section 3 of UGC Act 1956

Division of English, Department of Science & Humanities

VFSTR Deemed to be University

Vadlamudi, Guntur - 522213, Andhra Pradesh

<https://vignan.ac.in>

ISSN 2249-894X

Impact Factor: 5.7631 (UIF)

REVIEW OF RESEARCH

International Multidisciplinary Online Journal

Special Issue, February 2019

UGC Approved Journal No. 48514

National Conference on

Regional Literature in English Translations: Global Perspectives

15th & 16th February, 2019

Sponsored by



Indian Council of Social Science Research

(Ministry of HRD, New Delhi)

Organized by



VIGNAN'S

Foundation for Science, Technology & Research

(Deemed to be University)

-Estd. u/s 3 of UGC Act 1956

Division of English, Department of Science & Humanities

VFSTR Deemed to be University

Vadlamudi, Guntur - 522213, Andhra Pradesh

<https://vignan.ac.in>

© 2019 Review of Research (ISSN 2249-894X)

All Rights Reserved. No part of this work may be reproduced, stored in a retrieval system or transmitting in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without the prior permission of the publisher.

Published by: Review of Research (ISSN 2249-894X)

Disclaimer: The views expressed in the articles/research papers are of the respective authors/researchers and they are responsible for the same.



Dr. Lavu Rathaiah

Chairman, VIGNAN Group

MESSAGE

It gives me immense pleasure that the Division of English, Department of Sciences and Humanities is organizing its second conference on February 15-16, 2019.

I appreciate the faculty team of English, for the time as well as energy invested to conduct this conference successfully.

The two-day conference, I am confident will provide a wonderful platform to all of you, both seasoned researchers as well as young research scholars, to share and exchange ideas on a wide spectrum of topics related to the conference theme. It is certain to offer opportunities to the researcher scholars in the department, towards honing their critical thinking and presentation skills. The valuable ideas generated in the forum, I am certain will help you all to become better researchers in the days to come.

I hope that all the delegates attending the conference will go back with a treasure of happy memories and rich learning.

My best wishes to all of you, and kudos to the faculty of English for organizing this two-day conference.

LAVU RATHAIAH

Dr. M.Y.S. Prasad
Vice Chancellor
VFSTR Deemed to be University
Vadlamudi
Guntur - 522213
Andhra Pradesh



MESSAGE

Welcome to the Two Day National Conference on “Regional Literature in English Translations: Global Perspectives” organized by the Division of English, Department of Sciences and Humanities, Vignan’s Foundation for Science, Technology and Research (VFSTR). The institution is lead by the vision of providing high quality academic programmes, training activities and research facilities through continuous industry-institute interaction towards promoting employability, entrepreneurship, leadership, and research aptitude among its students. The core value of VFSTR is Technology with a human face.

My special appreciation to the Division of English for undertaking this endeavor. The conference will focus on recent developments in regional literatures and translation studies while also seeking to address some of the issues that confound scholars who work in these areas. I feel the conference will shed light on how translated texts become a medium to showcase the cultural heritage of India and represent our country’s literature abroad.

I expect the conference will host lively and inspiring sessions on both the days and motivate young researchers to immerse themselves in this highly potential area of Regional Literature and Translation Studies.

I thank the Indian Council of Social Science Research (ICSSR), MHRD, Govt. of India for their support and encouragement.

M.Y.S. PRASAD



Dr. K. Satya Prasad

Rector

VFSTR Deemed to be University

Vadlamudi

Guntur - 522213

Andhra Pradesh

MESSAGE

I am happy to note that A Two day National Conference on “Regional Literatures in English Translations: Global Perspectives” is being organized on 15th & 16th February, 2019 by Division of English, Department of Sciences & Humanities of our University. It truly gives me a great pleasure to know that the conference is in collaboration with Indian Council of Social, Science Research (ICSSR), MHRD, New Delhi. I extend my congratulations to the *Conference Chair* Prof. Sharada Allemneni, *Conference Convener* Dr. G. Mohana Charyulu and all the faculty members in Division of English on this auspicious occasion. The spirit of the teacher and the researcher comes out only when he/she should feel being a continuous learner. Hence, organizing these types of conferences and seminars are highly encouraging and immensely adding knowledge to the existing one.

I hope the discussions and deliberations in the conference focus on multi dimensional forms of English Language Teaching and Research and its applicability in various spears of learning. In my opinion, The scholarly papers selected for the presentations in the conference, will explore how regional languages lend themselves to better portray local cultures and issues, by retaining the writing tradition of those languages to the global focus, I also expect the research papers provide a wide frame work for Indian regional literatures in the context of teaching English at world literatures. Further, various approaches are focused to enhance Communicative competence and the Information Communicative Technology through regional literature in English Translations.

All in all, I wish that everyone will benefit from this conference and will bring forth new perspectives in thinking and make a difference in society.

K. SATYA PRASAD



Cmde. Dr. M.S. Raghunathan VSM (Retd.)

Registrar

VFSTR Deemed to be University, Vadlamudi, Guntur - 522213, Andhra Pradesh

From the Desk of Registrar

I am delighted to learn that the Division of Humanities, Department of Sciences & Humanities of our University is organizing a two-day National Conference on “Regional Literature in English Translation: Global Perspectives” during 15th and 16th February, 2019. Indeed, it is Translation that provides us with a perspective to the rich literatures available in regional languages. Translation of native literature into English not only provides us a glimpse into other cultures but also widens the horizons of the English language and literature. Thus, Translation is an enriching two way process that is useful to both the source language as well as the target language.

I wish to place on record that every activity undertaken by the Department of Sciences and Humanities adds extra energy to make the campus a vibrant learning place, thus enabling the holistic growth of the University. I specially appreciate the Division of English for its collective efforts in obtaining the financial support from the Indian Council of Social Science Research (ICSSR), MHRD, Govt. of India. Also, I thank ICSSR for its encouragement and support to the young researchers and academicians of this region. I hope the same spirit will continue in future. I hope that the deliberations at the conference will open up new vistas of research for all the participants.

I wish the conference a grand success.

M.S. RAGHUNATHAN



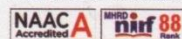
VIGNAN'S

Foundation for Science, Technology & Research

(Deemed to be UNIVERSITY)

-Estd. u/s 3 of UGC Act 1956

National Level Accreditation



Dr. G. Srinivasa Rao
Dean, R&D

Message from Dean R&D

I am happy that the Division of English, Department of Sciences and Humanities is organizing A Two Day National Conference on “Regional Literature in English Translations: Global Perspectives” on Febraury 15 and 16, 2019.

I congratulate the division Head, the Convener of the Conference and the faculty members for organizing such conference to address the issues of Regional Literature in Translational studies in Teaching English. I extend my wholehearted thanks to the Indian Council for Social Science Research, MHRD, New Delhi for their financial support to encourage research in this region.

The conference is concerned with present day issues and debates, I hope, the papers presented in the conference will demonstrate how the research is specifically intended to inform contemporary concerns in Regional Literatures in English Translations and English Language Studies.

All the best to the organizers and the presenters.

Dr. G. Srinivasa Rao
Dean, R&D



Dr. N. Srinivasu

HoD, Department of Sciences & Humanities

VFSTR Deemed to be University, Vadlamudi, Guntur - 522213, Andhra Pradesh

Message from Head of the Department

It gives me an immense pleasure to know that the Division of English of our Department is going to organize a Two Day National Conference on “Regional Literature in English Translations: Global Perspectives” on 15th and 16th February, 2019. No doubt, the translation of regional literature into global language like English is the need of the hour. Irrespective of space and narrowness of nations, Language makes all of them alike. As the language of the world, English strengthens the global fraternity and harmony, I feel, and it gives a wide scope of better future for the upcoming generation.

In this context, the Division of English has taken a challenging task of organizing the conference focusing the spirit of true Indian through translated texts into English. I appreciate Dr. Gomatam Mohana Charyulu for his untiring efforts in bringing financial support to the conference from Indian Council of Social Science Research (ICSSR), MHRD, Govt. of India and thanks Prof. Sharada Allamneni, Head, Division of English for her continuous encouragement to the faculty in academics and research. I mark the heartfelt work of the faculty, division of English for their support and involvement in the academic and research activities of the department.

N. Srinivasu



Dr. Sharada Allamneni

Professor of English

VFSTR Deemed to be University, Vadlamudi, Guntur - 522213, Andhra Pradesh

Dear Delegates and Friends,

Literature Helps to Transmit Values and Explore our Common Humanity

I have great pleasure in welcoming all of you to our beautiful campus at Vignan. The theme of this second conference that the Humanities Division, Department of S&H is hosting is “Regional Literature in English Translations: Global Perspectives”.

How do you translate a literary work from the source language to a target language? How are such texts disseminated and brought into wider circulation? How should such texts be read and appreciated? How does critical response to such texts determine the fate of future projects in translation? are some of the questions I anticipate will be asked and answered at the conference. I expect the two-day sessions will throw open a whole plethora of issues related to the discipline of translation studies in English and create opportunities for lively interactions among the many delegates attending this conference.

My heartfelt thanks to Indian Council of Social Science Research, MHRD, Govt. of India for their generous support in helping us host this event. I also thank our Chief Patron, Dr. Lavu Rathaiah for his magnanimity and continuous encouragement. I thank our Vice-Chancellor, Dr. M.Y.S Prasad and all the key functionaries of the University for their Unstinted Support towards the conduct of this national conference. We hope that this conference will provide you all with many opportunities to meet and network with a diverse range of professionals.

I congratulate the Convener, Dr. G. Mohanacharyulu on this wonderful initiative of organizing the conference on such a pertinent topic, which has great potential for future research. I am also grateful to the Conference Steering Committee as well as my colleagues for their preparation and hard work to ensure a stimulating and enjoyable experience for all of us.

SHARADA ALLAMNENI



Dr. G. Mohana Charyulu

Associate Professor of English

VFSTR Deemed to be University, Vadlamudi, Guntur - 522213, Andhra Pradesh

Convener Note

It is possible to discuss the culture, tradition and social issues of any country only through medium of translation. English, for all practical purposes continues to be the medium of the world to engage in discussions or debates, whether on American, Australian, Aboriginal or any other literatures of the world. Despite the ubiquity of English in India, the number of regional literatures available in English translation is disappointingly low. It is somewhat disappointing those even the numerous conferences and research fora at various locations in the country; open their windows wide to non-Indian literatures but do not extending the same encouragement to their own regional literatures emerging from their neighbouring states.

Given these circumstances, there are very few organizations in the country like ICSSR which are doing yeomen service towards strengthening regional literature in English translation. The focus of the conference is to provide exposure to regional literatures at global level through translation studies. Hence, the need of the hour is to bridge gap between the culture of English and native language(s). So far, a common curriculum has been in use for teaching English for all levels of the learners irrespective of their cultural, linguistic and social diversities. The common curriculum has failed to relate the home and local experience of the learner to the alien content in use in the English class room. Rich folk literature of rural as well as tribal communities is also available in English Translations today. The use of the English translations of popular regional texts will extend the cultural experience of the students in the English class room. Use of cultural and experimental community resources contribute to the production of learner friendly teaching material. Moreover, such attempts will sensitize individual learners to their socio-cultural heritage and thereby make English teaching and learning lively a highly rewarding exercise to its beneficiaries.

The papers presented in the conference show a great potential and reflect the variety of views and beliefs of the researchers and experts. As the Convener of the conference, I appreciate all the delegates who have participated from various states and presented their papers for discussions. The deliberations and exchanges made in the sessions will open further avenues for new activities in Regional literature and English Translation. I thank Indian Council of Social Science Research, MHRD, Govt. of India for extending its encouragement to our budding researchers and strengthening our hands for the noble cause. I also thank the Management, especially Dr. Lavu Rattaiah for providing a good platform for scholars and researchers to engage in lively debates through this conference. I thank all the University authorities for their support and involvement in the planning and continuous guidance in organizing this two-day conference. Last but not least, I appreciate from the bottom of my heart all the participants and presenters for their enthusiasm and energy.

G. MOHANA CHARYULU



PLENARY NOTE

by

Dr. Priyanka Tripathy, IIT Patna

Bhasha Fights and Poetic Justice:

Translation and Censorship in Indian Literary Tradition

One of the unique aspects of Indian democratic fabric is the variety of language and culture that it offers without attempting to eclipse each other. In the Indian literary tradition, one comes across several writers in *Bhasha* literature who have carved a niche for themselves. Such binaries of Indian English literature vis-à-vis *Bhasha* writings became a high point of discussion when Salman Rushdie in his book, *Vintage Book of Indian Writing 1947-1997* (1977) made a startling remark that didn't go down well with the literati's of regional languages. In his claim, he said that Indian English writing was much more developed than other Indian languages. According to him, regional literature had less "metropolitan experience" and reader base than literature written in English. However, the remark was vehemently challenged bringing in several references of the regional texts that have been translated either ways in the interest of the readers. In the context of Censorship, translation has indeed been, not just a monotonous exercise of changing a text from one language to the other rather it has been a creative process through which the trio of the writer, the reader, and the translator has been immensely affected. In an article published in *Financial Times*, fiction editor R. Sivapriya at Juggernaut Books, comments, "The most experimental and most ambitious novels I've read tend to be translations...If you claim you are publishing the best and most interesting Indian fiction, a large part of it has to come from the Indian languages."

However, one must assert that not all translations will meet the intentions with which it has been translated. In its process of conventional translation or contemporary transcreation, there are few instances when these texts traversed through the zigzag terrains of State and social censorship layering them with the charges of obscenity and religious offence. Despite being in circulation for more than four years, it was the English translation of Perumal Murugan's Tamil novel *Madhoorubaagan* (2010) as *One Part Woman* (2014) by Aniruddhan Vasudevan that garnered controversy. The novel is based on a loving but childless Gounder couple Ponna and Kali, in the temple town of Tiruchengode, and their eagerness to have a child of their own. It is important to note here that when the original novel came out in 2010, it was well received by the readers to the extent that Penguin decided to publish its English translation. The English translation surely met the aim of what is earlier mentioned to be a "metropolitan experience" of *Bhasha* literature as it opened to rave reviews but as it reached more and more readers, a particular section of 'cultural fundamentalists' got offended. In a similar vein, a famous novel *Raat Bhore Brishti* (1969) by Buddhadeva Bose was absolved with the charges of obscenity soon after but was judiciously redeemed through its English translation by Clinton B Seely's *It Rained All Night* (2010). A remarkable saga of love and desire in the life of the protagonist Maloti, the novel is a gateway to the avant-garde years of Bengali new-wave literary movement of the 20th century that charted an unrestricted itinerary confronting the repressive political regime that was so much part and parcel of West Bengal then.

Both the novels set in the early 20th century attempted to redefine the hegemonic patriarchal notions of protecting the Indian culture in general and mythic Indian women in particular. The writers, Bose and Murugan underwent trials and tribulations that they had perhaps not foreseen. Bose was made to 'stand inside a wire cage' and the 'copies of his book were seized and burnt' and Perumal Murugan announced his 'death as an author'. However, in both the cases, rejection is a beginning of a dialogue wherein regional literatures discover their perspective and place in the broader domain of literature, not just nationally but also globally within and beyond the framework of assumptions: familiar and unfamiliar, intertextuality: translation and text and censorship: social and political.



Dr. T. Manichander

Dr. S. Radhakrishnan Post Doctoral Fellow (UGC)

Department of Education, Osmania University,

Hyderabad - 500007, Telangana State.

Email: tmanichander8684@gmail.com

Mobile: +91-9490528352

& Associate Editor

Review of Research (UGC Approved Journal No. 48514)

MESSAGE FROM ASSOCIATE EDITOR

I appreciate the efforts of the Division of English, Department of Sciences & Humanities in organizing a Two-Day National Conference on “ Regional Literature in English Translations: Global Perspectives” on February 15th & 16th, 2019. The applications of any advanced teaching techniques through languages studies are to help the nation for its development. The present day scenario has a challenge to provide reliable literary, cultural, friendly resources through language teaching. At this juncture, there is no doubt that Regional literature in English Translations will improve the capability of communication skills in English

I hope that this conference would certainly induce innovative ideas among the participants paving the way for new inventions and new technologies in English Language Studies through Regional Literature. I thank the division of English for its continuous efforts in eliciting the communicative competence and skills in English Language to its best and encouraging scholars to present potential research papers with versatile discussions. I congratulate all the faculty members of the division and also my special thanks to ICSSR, New Delhi for supporting and encouraging teaching and research activities in the country.


T. MANICHANDER

INDEX

S.No.	Author(S)	Title	Page
1.	Syed Sadiq Hussain & Dr. G. Mohanacharyulu	English to Indinglish: Regional Language Influence on English - A Study	1
2.	Dr. P. Anantha Lakshmi	Decolonization and its Impact on English Language In India	6
3.	G. Kalpana Devi	Enhancing English Language Skills in the Second Language Learners Using Translation Activities	10
4.	Ganesh Dandu & Dr. G. Mohanacharyulu	The Significance of Activity Based Language Teaching on Engineering Graduates for Employability: A Study	13
5.	Syeda Noorie Banu & Dr. Vijayababu Palukuri	EFL Teaching: Through Translation as a Pedagogical Tool	20
6.	Dr. J. Naga Madhuri	English as Foreign Language: Teaching Culture, its Implications and Strategies	23
7.	Dr. V.L.V.N. Narendra Kumar	Language of Alienation and Alienation of Language in Nissim Ezekiel's "Background, Casually" and "Goodbye Party for Miss Pushpa T.S."	29
8.	Dr. Ramesh Pettela	Regional Culture and Social Concepts in Language Translation	33
9.	Shaik Fareeda & Dr. M. Latha	ELT Towards Humanizing	37
10.	Syam Prasad Reddy, T. & Dr. Sharada Allamneni	Translation as an Endeavour at Localization in <i>Happy Dreams</i> by Nicky Harman	40
11.	A. Suresh Babu & Dr. B. Karuna	Challenges for Second Language Teachers in Teaching English to Regional Students in India	45
12.	Dasari Suvarna Suni	Social and Religious Oppression of Woman Symbolized in Veil	51
13.	G. Nageswara Rao & Dr. G. Mohanacharyulu	The Conceptualization of New Women in the Selected Novels of Nayantara Sahgal	55
14.	S.S. Ratna Prasad Kolli & Dr. K.V. Divya	Cultural and Linguistic Interventions: A Study on the Translational Politics of Premchand's "Godan"	60
15.	Ramappadu Kakita & Dr. Vijayababu Palukuri	Impact of Socio-Psychological Factors on English Speaking Abilities of Engineering Courses Aspirants from Rural Foundation	63
16.	K.V.B. Ravindra Babu & Prof. K. Ratna Shiela Mani	Translation as Instrumental for ESL	69
17.	B. Joshua Daniel & Dr. Vijayababu Palukuri	The Vision of Dr. B.R. Ambedkar Reflected, Reminded and Recollected in My Father Baliah	76
18.	Rajendra Babu Vemuri	Neurological Function of the Brain in the Process of Human Communication	81

19.	S. Venu Gopal & Dr. Divya Sajja	ICT and its Role in English Language Teaching	84
20.	Dr. Shakila Bhanu Sk	Conceptualization of Intercultural Competence in Teaching and Learning a Second Language	88
21.	Dr. S. Pushpa Latha	The Impact of Cross Cultural Communication in Corporate Sector	92
22.	Yamuna Kintala & Dr. P.V. Ravikumar	Approaches Adopted by Teachers in Enhancing Speaking Skills at Elementary Schools: A Study	96
23.	Dr. V.V Subba Rao	Creative Approaches in the Translations of Damodar Rao K	101
24.	B.R. Lakshmi, Dr. G. Hampamma & Prof. V.B. Chitra	Travelogue Translation - A Link Between Culture and Language: A Study on Vikram Seth's "From Heaven Lake"	105
25.	V. Chandra Sekhara Rao & Dr. Ajit Kumar Pradhan	Learning by Doing: Enhancing ESP Learners' Productive Skills Using Project-Based Language Teaching	108
26.	T. Durga Bhavani	Indian Women Novelists (In Their Own Voice)	112
27.	K. Chakrapani & Dr. G. Mohanacharyulu	Translation of Emotional Verbs from English to Telugu: A Case Study	115
28.	Dr. N. Vineela	Regionalism in Thomas Keneally's Schindler Ark	118
29.	J. Raja Ratnam & Dr. C.L.L. Jayaprada	E-Writing through E-Reading: An Experiment with Authentic Materials	122
30.	S. Farhad	Learning L2: A Comprehensive and Strategic use of Translation Methods as a Means to Improve Proficiency in L2 Via L1	126
31.	P. Kalyani Swapna & Dr. R. Naga Dhana Lakshmi	Influence of Translation on Learning English Language	131
32.	Meenu K. Bhushan & Dr. Ajit Kumar Pradhan	Teachers' Perspectives on Teaching Vocabulary through Short Stories and Anecdotes: A Code Switching Approach	135
33.	Sree Raghuram Koduru	Understanding the Content, Concept and Culture through Localization of Feminism in Olga's 'Toli Velugulu'	139
34.	Rajeswari Surisetty	Regional Literature into English Translation - Universal Cultural Interaction	143
35.	D. Vijaya Lakshmi, Ch. Rupa Jhansi Rani & P.V. Ravi Kumar	Incessant Escalation in the Translations of Indian and Latin American Literatures	147
36.	Sridhar Kumar Burra & Dr. Ch. Chandra Mouli	Measures to Correct the Pupil in the Usage of English	151
37.	Swathi Tekumalla	Symbolism and Psychology Depicted in Shirley Jackson's 'The Lottery'	153

38.	Murali Vemula	Invasion of Educational Technology into Engineering Classroom	157
39.	U. Sriranganath & Dr. G. Mohanacharyulu	Role of Translation as a Teaching Method in the Light of Curriculum Design	161
40.	Anik Bose	Humanizing English Studies: Psychoanalysis of Tagore's "Mother, Remembering You"	164
41.	Dr. Gouthami Paltati & V. Ravi Babu	Translation of Regional Writings and its Impact: A Note on Dalit Writer: Bama Faustina Writings and its Impact	168
42.	Yaswanth Narvaneni & Prof. Sharada Allamneni	Manto's Short Stories: Reflection of a Society in Flux	171
43.	A.V. Padmavathi	New Women in the Novels of Binding Vine of Shashi Deshpande and Manavi of Volga	176
44.	P. Rosy Matilda & Dr. Sharada Allamneni	Creative Methods in English Language Teaching (ELT) through Regional Culture and Social Concepts	179
45.	Dr. Sashi Ratnakar	From Object of Study to Archetype: A Study on Translated Texts of English Curriculum	183
46.	Neelima Telugu & Dr. G. Suvarna Lakshmi	Integrating Language Skills to Teach English: Experiment Based Study and Analysis of First Year B.Tech. Students	186
47.	Jayanta Kumar Das	Skilbeck's (1982) Educational Value Systems in relation to Product and Process Approaches to Syllabus Design: A Brief Account	191
48.	M. Manasa	The Explosion of Mobile Assisted Language Learning (MALL) in English Language Teaching (ELT)	194
49.	Dr. P. Sarath Chandra	Translating Anecdotes (An Analysis of Translations of Selected Anecdotes of Abraham Lincoln)	200

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>ENGLISH TO INDINGLISH: REGIONAL LANGUAGE INFLUENCE ON ENGLISH - A STUDY</p>
<p>Syed Sadiq Hussain Language Instructor, English Department, Jazan University, Jazan, KSA & Research Scholar, Department of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. G. Mohanacharyulu Associate Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Language is a tool in transforming information from one to another. It is a boon to man blessed by God, to believe, which shapes him different from other species. Though there are hundreds of languages in this world, English is specifically treated as world language. There are thousands of reasons how and why it is treated as Globa Lingua Franka. The intention of this paper limits to the regional influence on English Language with reference to a few Indian Languages. The paper titled as, “English to Indinglish: Regional influence on English Language: A Study” focuses on how Indian Regional Languages influence English in proper communication in India. It gives a scope to decolonialize English from the influence of British English in India. This paper examines how Indian English translations made Indian students to study and understand the basic concepts of English language through Indian point of view. For this purpose of the study, Intermediate English text books prescribed by Govt. of Andhra Pradesh are taken, and a few translated English short stories from the regional literature are critically examined to understand English Language through Indian Languages point of view.</i></p> <p>Keywords: Communication, Concepts, Regional Languages.</p>

Introduction

The role of mother tongue in the present day context of teaching English is a topic often made deep discussions of practical approached to be adopted in the class room and even in the teacher training sessions. Those were the days where the mother tongue influence or usage in the English class room is a crime or a punishable offence and also ignoring mother tongue in English class room is a fashionable item. In the scream of emerging approaches of English Language Teaching, the role of translated works of native culture and tradition into English paved a path to acquire sufficient English language for communication. The translated works of local languages are attractive and encouraging to the students of non native English language learners. The vocabulary used by the translator, the substitute expressions taken for granted in the translation, the minor modifications of the content and many other factors in imparting English language skills among the readers are initiated from their prescribed English studies.

“Priority should be given to extensive and rigorous research to asses the efficacy of translating as a technique of teaching and testing method in English Language Teaching” (Atkinson, Holmes; 1987:212)

It is an evident fact that there is a wide usage of teaching grammar translation method in English language teaching through many ages. The study and usage of regional language in commerce, administration and day to day academic practices is a common phenomenon in the most of the western countries. Even though they use English as official language in the administration, they prefer for local languages in terms of regional languages protections schemes.

Stern says;

“First language as a reference system is indeed very important for the second language learner, so it can play a certain part in language learning. Translation puts the learner into an active problem-solving situation. It also forms a part of the ‘academic’ learning strategy” (1983:12)

As Snell Hornby (1985) opined, there is almost a common harmony on the idea that translation exhibits an ultimate prospect not merely to learn translating itself, but also to investigate interlingua relationships between two languages concerned and consequently a perfect knowledge about the source and target languages. Basically, the learner is with text which he is reading, not as a chain of separated sentences. But as a complex, structure whole, whereby coherence, cohesion, focus and progressing are the primary importance in English language learning through regional language in English translation. A translated text, with all its translated parts are to be understood with all its linguistic and extra linguistic context which improves the students understanding of the mechanics of his own language and also the traits and structures of English language. The problem focused in the paper is the relevance of translation in promoting and enhancing English language skills. The present paper establishes that the translation is a valid method of language practice for improving English language skills.

Objectives

- To describe regional language translation into English studies raise students’ awareness on two languages.
- To examine the validity and usefulness of source language to target language in acquiring English language skills.

Method

Translation is perceived differently by linguistics, methodologists, and teachers. Its use in English language teaching provokes a great deal of criticism. So this paper studies an overview of the theoretical background of the source text and analysis of translation text in the language classroom. To conclude, the analysis and the results of the survey made in the context discussed elaborately. For this study, “Parige” a short story written by Vattikota Alwar Swamy taken from his collection of short stories titled Jailu Lopala (inside the prison) and translated into English by Dr. Elanaaga prescribed for Board of Intermediate Education, First Year English text is taken for study and analysis.

Background of the Study

“Parige” is a story about the plight of a down trodden who is kept behind the bars without any reason. It describes the sufferings of the people who belong to the lower strata of the society and how they are being exploited by the landlords in the villages of the Telangana region. The protagonist, Mallaiah’s psychological despair and distress is clearly portrayed and brought into the light the injustice done to him by the hierarchy of the village. The social and economic inequality of the prevailing situations in the region even today is clearly exposed through the story. Suppression by the landlords, inhuman treatment by the villagers, bad practices of the society of the day is elevated through the story. This story is very nearer to the culture and social background of the students of the age who are reading the story for various purposes. The Board of Intermediate Education prescribed this text for the students and allotted marks even in the final examinations, in terms of long questions, passage comprehension and further study of the text.

Analysis

Translation is always a core of discussions and analysis for valid and effective tools in English language teaching. It is out of support till now in Teaching English as a language learning activity and considered as being unsuitable within the context of English as a foreign language teaching. However, there is an increasing interest in the translation practice for the last a few decades. Recently, the translation techniques are adopted for different purposes in English language teaching. McDonough (2002) and a host of Foreign Language Teachers Abroad observed that the translation is used for various pedagogical purposes along with other traditional language teaching activities like reading, grammar, language exercises and vocabulary development.

Vocabulary: The words and expression used in the story are studied carefully and observed how the students applied those words in their English language communication. The words introduced to them through the story are:

Word	Textual Meaning
Parige	Glean, left over stack of the crop field
Atrocities	Violent acts
Consternation	Anxiety, alarm
Commiseration	Sympathy, pity
Despondency	Depressed, very sad
Police Patel	A native local official of the village
Sethu Sindhi	Worker employed by the local village administration to guard crops and curb agriculture related irregularities like pilferage
Forlorn	Sad and lonely
Smouldering	Burning slowly without a flame

At the end of the story reading, what the students are able to:

- ✓ Understand the culture and societal problems of the natives.
- ✓ Identify the meaning of English words and understand how they are employed in the story for better communication in English.
- ✓ Apply those newly acquired vocabulary in their conversational practice thus the fluency in English language will be developed through the study of the native story in English translation.
- ✓ Feel themselves the story as their real life experiences.
- ✓ Write the real experiences of them in English.

Through the reading of the translated story, the students understand local expression in global language. They also try to use them in their conversation as per the situation.

“Who is it that is going?”

Mallaiah stopped and looked around

“Who are you?” “Where from are you bringing that bundle?”

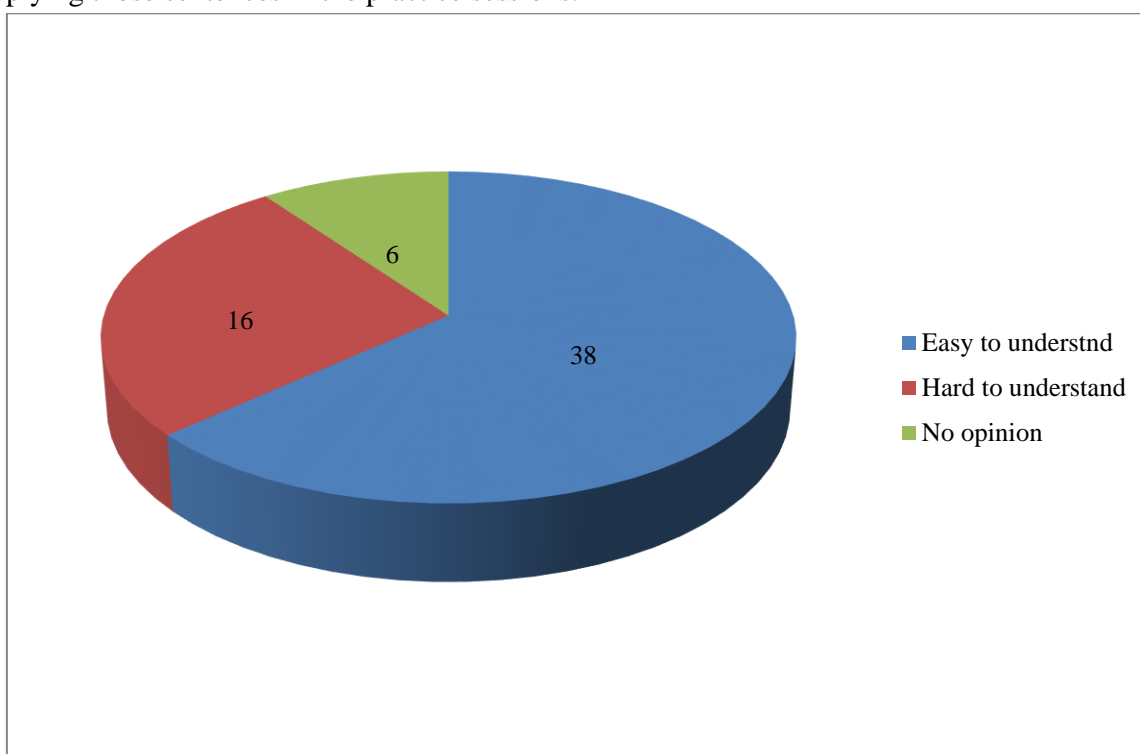
Mallaiah said, “I picked Parige in the field and made it a bundle” He put forth his faultlessness strongly.”

The story goes like this, using simple English words to express the feelings. When it comes to the linguistic analysis, the major expression is clearly understood by the students.

Data Interpretation

The survey is made on the intermediate students of three colleges in Telangana region to know how these translated stories are helpful for them in improving their English communication

skills. One government, One private and the other Residential Junior College from rural, semi urban and urban areas visited and circulated the small questionnaire with ten questions related to the content and English skills of the translated text when they are asked which one is better for English communication whether Pure Foreign Stories or English Translated regional stories. The majority of the participants opined that the translated works are easy to understand and apply those expressions in their daily conversation. Out of 60 students 38 students said it is very easy to understand because it is nearer to our experiences and 16 students opined that it is hard to understand because they are from urban areas where these experiences are very new to them. But six students maintained silence to reply this question. They also opined that the vocabulary used in the story is also very interesting and expressions made at different contexts are also useful in applying those sentences in the practice sessions.

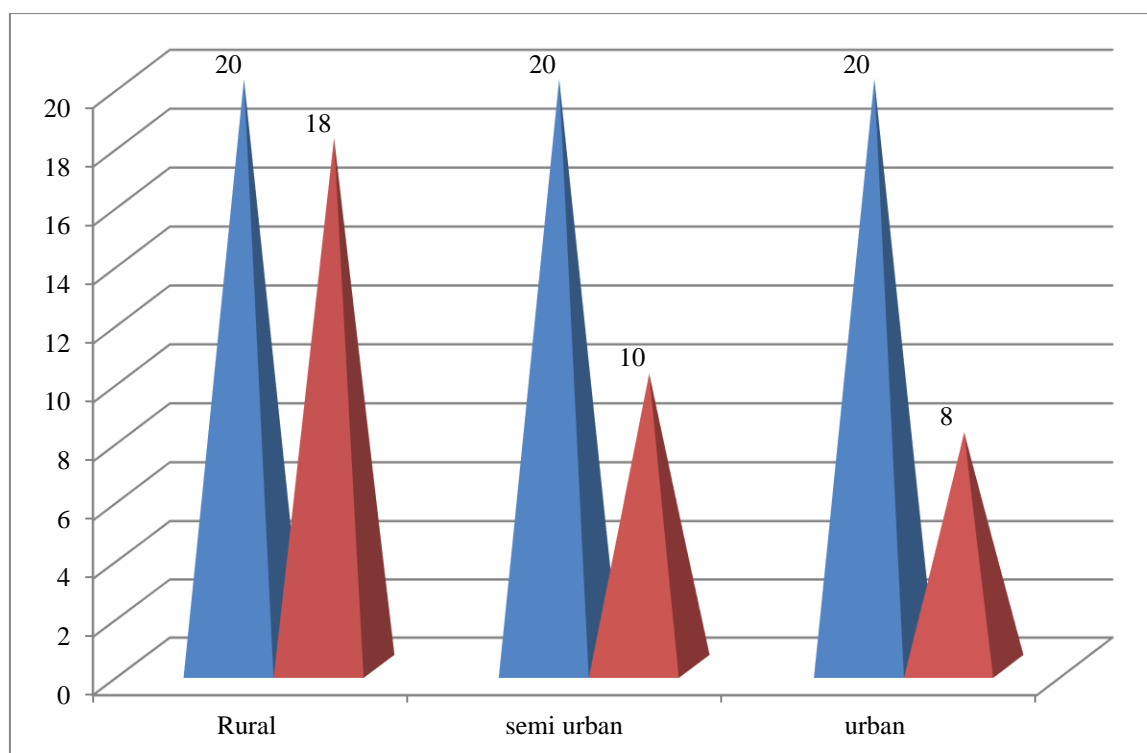


To evaluate their understanding of the translated story in English, a passage from the story is given. The reply is quite interesting and the best scoring is by rural students. The passage is;

It was 7 p.m. the Jawans had sent prisoners into the cells, locked them and started gossiping in the veranda. They described the atrocities committed by them in various prisons as great deeds. They also talked about prisoners’ adventures and the various methods which were adopted to quell them. They said all those things were their precious experiences.

- i. When did the jawans lock the cells?
- ii. Where did the jawans starting ‘gossiping’?
- iii. Jawans talked about their own atrocities as great (say True or False)
- iv. Did jawans really praise the prisoners? (say Yes or No)
- v. Which word in the passage means “suppress”?

The study and the analysis of the results of the above passage given to the students reflect that the regional stories in translation are highly beneficial to the students of the rural areas where the correct replies by them for the passage questions are best scoring than the rest of the two.




Conclusion

Translation as a tool for Teaching English in the non native areas gives good results. The present study shows that it is useful as a pedagogical tool. It is purposefully introduced into language learning process; it emerged as a suitable practice method for many students. Thus the translation can help the student's enhancement of English communication skills when it integrated into daily class room activity. Translation in English used as a foreign language classes enhances better understanding of the structures of the two languages, and also strengthens students LSRW skills. The study shows that this is an effective, valid tool in English language learning. This paper suggests that this can be used in the higher level of learning class rooms also to improve the student's knowledge of English.

References

1. Atkinson, D. (1987). The Mother tongue in the classroom: a neglected resource? *English Language Teaching Journal*, 41(4).
2. Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford University Press.
3. Swamy Alwar, Vattikota. (1915). *Jailu Lopala (Inside the Prison)*. Navachetana Publishing House.
4. Board of Intermediate First Year English Text Book, Telugu Academy. 2016.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>DECOLONIZATION AND ITS IMPACT ON ENGLISH LANGUAGE IN INDIA</p>
<p>Dr. P. Anantha Lakshmi R.V.R. & J.C.C.E., Chowdavaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Decolonization movement in India is viewed as a universal spectacle that aims at liberating Indians from all the socio-cultural, economic and psychological oppressions imposed and imbibed owing to incessant colonial rule. Modern India is striving hard for a comprehensive development in academics. Many colonial countries including India used outdated content, approach and teaching resources to teach English language. Utilizing obsolete methods in teaching English has become an impediment to Indian native learners'. These archaic methods are viewed with awe and anxiety by the learner community. Modern learners demand for a revision in English teaching resources in accordance to need of the world. They also urge that latest content and procedures ought to fit into the requirements of the employees'. So to fulfill these requirements the revised curriculum must be designed according to Indian context and classroom scenario. The present paper accentuates on the prerequisite to assess and revise ELT procedures and resources to reform English instruction and teaching which in turn provide a platform to augment learners' proficiency in English to encounter the needs of modern age.</i> Keywords: Decolonization, Teaching Resources, Colonial.</p>

Introduction

Decolonization refers to a change in teaching English its methods and resources to encounter the need of Indian students in the global context. To meet challenges in teaching English significant path should be followed towards reviving native culture and ethos. Therefore objective of English education in India is not confined merely to enhance artistic sense, but to inject and augment inventive and critical ability of Indian students. Thus English has transformed itself into a language for academic and viable purposes, the best transporter of knowledge between nations and people.

Significance of Context Based Teaching

In the past English syllabus is filled with lessons/topics taken from foreign writers. Using common English texts books written by British or American writers widely in the country has become obsolete. Learners have been facing problems in understanding the European themes and cultures in the texts. So they considered English only a foreign language which later widened the gap in application of English to daily chores.

At present many writers from India and other native countries have contributed greatly for the development of English. They gained popularity with native themes, issues reflecting Indian tradition and cultural ethos. The popularity of these indigenous writers in their countries led to an introspection on resources and methodology in English. Even in India many raised to pinnacle internationally with innovative techniques and surpassed native English writers motivated by decolonization movement Indian academicians urged for the implementation of contextual teaching in English. To make English teaching learner friendly, syllabus should be framed with topics that are relevant to the native environment, their mother tongue.

Solution

As a solution prescribing works of native writers would be more fruitful. Texts based on specific native contexts rouse interest in learners as they are familiarized with the contexts. Legendary regional folktales can be prudently translated into English to practice English learning effectively. To enhance contextual learning diverse resources can be used for instructive motivation.

Magnitude of Native Content employed in English Language Teaching

Common Syllabus design should be reinstated by indigenous texts imparting cultural values and pragmatic background of the students. English syllabus in the past failed to signify regional and native knowledge of the students. Learners are unable to reflect upon and apply this information to their life as they are not knowledgeable of the context. Learning is either impeded or stopped. Therefore to overcome this hindrance, substance in the texts must be relevant to the student's level of understanding.

Even teachers may face many obstacles to comprehend references as they have to spend more time to help learners in understanding references. As a result attention of teacher may shift from teaching to explanation of references. For instance though there is much diversity at the racial, cultural and work-related levels in India, curriculum is not pertinent to metropolitan and rural learners. The resources used do prove practical neither to higher order students nor to lower order. Instead common material which is of high intelligibility fails to develop interest rather enhances fear in the psyche of learners. To decipher this issue, new syllabus grounded on native instances must be framed bearing in mind comprehensive level of students. This facilitates to rouse interest in English, motivate them to apply English in regular contexts, consider it part of their life.

Innovative and Creative Use of Methods and Materials

To meet the current and future needs of Indian learners' sources and techniques to teach English must be carefully selected. Basically heterogeneous structure of Indian classrooms must be understood properly to produce effective results in English. Modern and ingenious techniques are to be invented and designed to counteract to classic conditions and tribulations. Teachers must be given sovereignty to decide type of texts, references and relaxation to adopt novel methods with the selected materials. Though teachers are provided with sovereignty they have to contemplate on interests, environment, and requirements of majority of learners.

In contrast to the severe colonial methods, lively methods designed according to the claims, standard of indigenous learners are to be tailored with available resources. In student centered teaching, teacher should be practical enough and not stick to his/her philosophy. Student centered learning focuses on developing proficiency in using language. Hence to serve this purpose selection of methods should be based on prioritizing environment, location-rural/urban, class room size, standard and age of students.

Methods and Content

Topics for English teaching could be gathered from students by conducting discussions, organizing interactive sessions among different standards of students regarding their preferred career, milieu, artistic capability etc. some approaches like learner-centered, task-oriented, communicative, competency based any other approaches like by learners could be adopted for effective teaching of English.

“Our (Indian) students come from a wide variety of cultural back grounds. To meet this challenge, we need to revise our course-contents to incorporate our native cultural legacy. Or I should say, we need a socio-cultural view of teaching and learning. It will not only help to solve

the problem of identity crisis to a certain extent, but it will also facilitate the process of learning ESL in a congenial environment.” (Deep, 2009:6)

- a) Authentic English newspapers could be used to develop reading, interpretive and communicative skill in learners.
- b) Advertisements based on the learner’s areas of interest could be selected and adapted to improve critical thinking ability, enhance language related to marketing skill.
- c) Augmentation of listening skill is possible through listening radio programmes, which furthers improvement in pronunciation - a major impediment to Indian speakers.
- d) Development of writing skill is viable through interpreting different invitation cards, greetings, circulars, notices, pamphlets etc.

Integrating all these techniques improve learners interest in subject, proves feasibility of existing syllabus to encounter needs of employees as they are framed according to students social and academic milieu. Some other activities like role play with different contexts, debates on day to day events/topics makes learning of English a hilarious and bubbly task, most essential for booming of English teaching.

Implications of Indian Writings in English for Decolonizing English Studies

In the olden days archaic texts were included in syllabus and teachers spent much on explaining the text, rather than enhancing language. Prominent writers of Elizabethan era like Marlowe, Shakespeare and T.S. Eliot were taught with much enthusiasm and strenuous hard work. Students faced problems in understanding the milieu, old English combined with Latin and Greek words. They were forced to delve into the ethos of those writers, acquire knowledge to understand and interpret them properly.

All this process hindered usage which effected in proficiency as students feared to use the words learnt. Later to fulfill the demand of proficiency in English, works of native authors were preferred with a notion that their works represent their cultural experiences and ethos. This effort proved to be fruitful with emergence of many native writers who contributed enormously to the growth of Indian English through their novels, short stories, poems etc. Indigenous shades occurred in English language and literature. Their literary and linguistic contributions were applauded globally. Hence forth to create a homely learning milieu to students Indian English writers were included in curriculum. This incorporation of native writers yielded good results equally to students and teachers. Learners felt it easy to find representations of their culture, words and teachers were relieved from laborious preparation and researching alien references. This inclusion of indigenous atmosphere in English texts made teaching as well as learning English stress-free, teacher and learner friendly.

Translation of regional texts remarkably bridged breach between native English and cultural English. ‘Indian Literature: Sahitya Academy’s Bi-Monthly Journal’ tremendously contributed to the growth of Indian English by publishing various translations of plays stories written by native writers.

Personalized Learning

Consequently, refining and personalizing in learning becomes very important. Language learning also necessitates distinct involvement of the learners in the learning process. Therefore, autonomy of learners and teachers ought to be honored. The function of a teacher is like negotiator who initiates, standardizes and screens the learning process of an individual.

Flexibility to choose material and methods according to the requirement of the situation is a boon. Personalized learning experience is possible by adopting activity based and learner centered tactic by using tales from Indian epics, clips of famous personalities.

Conclusion


Some techniques could be followed by teachers as facilitators to enhance distinct qualities.

Reading: Reading newspaper/storybooks/jokes regularly and by sharing their ideas in any of these speaking improves. Selection of themes in textbooks should be from history which helps to tickle national zeal. Diverse English language could be learnt from live stories or commentaries of cricket, etc. pinpoint grammar rules in an easier way.

Investigative topics like what would happen to the world without water. Communication skill activities also mould interest - conversations on different areas, make them more interactive, team building attitude, leadership qualities, puzzles to develop critical thinking and reasoning etc. At the outset a teacher is visualized to be capable of understanding the inherent reason for a person's specific behavior, honor their views on culture and education. By placing the learner at the summit teacher can procure better results by decolonizing and Indianizing ESL teaching-learning.

References

1. Crystal, D. 2005. Language Revolution. Cambridge: Polity Press.
2. Deep, K. 2009. Curriculum Designing for ELT: Current Trends and Challenges. The Journal of English Language Teaching (India), XLVII/6, 3-8.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>ENHANCING ENGLISH LANGUAGE SKILLS IN THE SECOND LANGUAGE LEARNERS USING TRANSLATION ACTIVITIES</p>
<p>G. Kalpana Devi Assistant Professor of English, Vignan's Lara Institute of Technology & Science, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>India is a land of multiple cultures and multi languages. Globalization extends the need of English language skills as people started migrating not only within the country but also to the other continents. In this process, one language may not enough to lead one's life. It requires minimum of two or multi languages. English language becomes a major part in our day to day communication for gaining knowledge or communicating with others. Different methods can be practiced to enhance English language skills as a second language learner. The translation activities help the learner to learn the language with ease in a natural way. Of late, translation can be considered as fifth tool to enhance language skills. Even, the advancement of technology also provides many opportunities like machine translation, apps and job works. The main aim of this paper is to enhance English language skills among second language learners using translation activities.</i> Keywords: Translation Activities, English Language Skills, Machine Translation, Second Language Learners.</p>

Introduction

Translation is the need of an hour to pave a path to avoid the communication gap among nations in the world. Science, Technology, information and communication make the whole world into a small village. In this process of development, to avoid communication barriers, translation is required. Hence, the present age has been described as 'The Age of Translation'.

The nature of working area and objectives, translation can be mainly divided into three main divisions. These are educational, professional and linguistic translations.

In the words of J.P. Vinay & J. Darbelnet, translation used as a tool in academic activities to understand the new language where as professional translators used this tool to make the others to understand the works. Linguistic research interlinked to understand the functioning of the languages in comparison. For the few decades, many assumptions were developed like thinking in mother tongue or using translation disrupted learning process.

Different views on translation are as follows:

1. Translation and language learning is treated as two different areas. It is a belief that the translation is used by professional translators only not by the any other and never prefers to use the translation.
2. Everyone prefers to learn more than one language, especially in these days, it is not possible to learn all languages in the world. In this process, translation only helps to know the world's literature.
3. Any language can be practiced by using four skills. Those are Listening, Speaking, Reading and Writing. In the process of learning a second or foreign language, translation has been considered as fifth language skill. It is one of the fundamental skills for the second language learners. With this perception, translation is a way to learn a second or foreign language.

In the past, translation method, dictation and drilling methods are very popular and the same is missing in past itself at present, reintroducing all to enhance communicative competence of the learner. According to Duff, translation activities are widely used by the students and teachers learn a language not for translation alone. Impressive results can be produced when the objective and aim of using translation for developing English language skills for a specific purpose.

Translation was treated as a fundamental skill in the teaching process. Grammar-translation method was treated as classical method and it is used to teach Greek and Latin languages. Of late, new methods were introduced like direct method, audio lingual method, silent way, total physical response and communicative approaches. Development of different methods leads to create mixed responses for using translation in language learning.

Different perceptions from both the learners and teachers in using translation like it does not support the learners for learning new language and extends the dependency on the source language. Translation does not create the environment of learning the Target language. But, present days it is used as an activity to enhance language skills in communicative classrooms. According to Duff, Translation provides an opportunity for the learners to train to find appropriate meaning according to the context.

The below are the benefits using the translation activities in English language classrooms:

1. It helps to build communicative competency in language learning.
2. It helps to practice activities related to language skills such as listening, speaking, reading and writing. At present, translation is added as fifth language skill apart from that vocabulary also can be improved.
3. It encourages the learners to involve in the activities without any fear.
4. It helps the learners to enhance their analytical knowledge and knowledge of both the languages and cultural aspects too.
5. The role of information and communication technology occupies a vital role in practicing a new language using machine translation or translation tools and apps. It creates self pace learning to the learner.
6. Translation is an unconscious activity in many instances among second language learners.

General Observation

Learners of second language learning/teaching somewhere consciously/unconsciously translation takes place. Learners can get first thought or idea can get in their mother tongue. Instead of creating fear among the learners, translation activities can be implemented for building confidence among the learners. The task has been given for speaking or writing. The learners expressed many doubts and seek clarification in their mother tongue, especially the meaning of the word or sentence. It indicates that the translation takes place in the learner's mind.

Activity

Though the items can be used regularly in real life situations, when it comes to the real use the name they may not be remembered quickly. The idea may get in one's mother tongue. At this juncture, translation helps the learners to practice and recall the information easily. It can be used for specific purposes.

The following are a few suggested activities to enhance English language skills for specific purposes.

1. To enhance vocabulary, the following activities may be useful.
 - a) Provide a word in the source language and asked the learner to provide a word in the target language.

- b) Provide a word in the target language and asked the learner to provide a word in the source language.
- c) Projecting the pictures and asked the learners to identify the words and allow them to answer in the both languages.




2. Speaking Activity: To enhance speaking skills, presenting a cooking video in Telugu and ask them to enact in English in the classroom as an activity. It creates an environment to learn the language with an enjoyment.
3. Listening, Speaking and Writing using the advertisements and ask the students to present the same in English.
4. Reading and Speaking: Providing the scripts of news articles and asks the learners to present it in English.

Conclusion

Using translation activities, English language classrooms for teaching or learning is with mixed experiences in the beginning. Later, English language teachers started using translation for building communicative competence among the learners. But translation takes place consciously or unconsciously in the second and foreign language learners. So, translation activities can be used to enhance English language skills in the classroom for specific purposes. Learners can be developed the language through courage and enjoyment.

References

1. J.P. Vinay & J. Darbelnet. 1958. *Stylistique compare du francais et de l'anglais*.
2. Anne D. Cordero. 1984. The Role of Translation in Second Language Acquisition. *The French Review*, Vol. LVII, No. 3.
3. Duff, A. (1989). *Translation*, Oxford University Press.
4. Duff, A. (1990). Bringing translation back into the language class.
5. <https://www.teachingenglish.org.uk/article/translation-activities-language-classroom>
6. https://www.jstor.org/stable/392747?seq=1#page_scan_tab_contents

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>THE SIGNIFICANCE OF ACTIVITY BASED LANGUAGE TEACHING ON ENGINEERING GRADUATES FOR EMPLOYABILITY: A STUDY</p>
<p>Ganesh Dandu Assistant Professor of English, Department of Basic Sciences and Humanities, Vignan's Institute of Information Technology, Duvvada, Visakhapatnam, Andhra Pradesh</p> <p>Dr. G. Mohanacharyulu Associate Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>In this paper, I would like to emphasize the importance of language teaching for goal setting and inculcating the employability skills in the budding engineers. It is one of the subjects which act as a media of communication around the globe. For professional students, language fluency is quite essential both in academics and career. It acts as a link language in various domains like international business, medicine, information technology, research and development etc. Engineering graduates must improve the accuracy in English language in order to pursue higher studies in the best universities abroad or to settle abroad by taking up standard tests like IELTS, TOEFL which proves the language proficiency of the students. In the present competitive world, every company looks for the graduates who are good at communication skills along with technical knowledge. The present study aims at investigating the students' employability skills. The holistic development of a student depends on the teaching methodology. Hence, the study focuses on the need and importance of activity based language teaching and difficulties faced by a language teacher while implementing in the classroom.</i></p> <p>Keywords: <i>Activity Based Language Teaching, Language Fluency, Link Language, Employability Skills, Method of Teaching.</i></p>

Introduction

Education is one of the most important missiles in achieving the developmental goals of an engineering graduate. English is one among those subjects which is an essential element of education. English is a skilled subject which develops various skills and provides opportunity for the professional growth of an individual. In present day English has become great significant language for every field of life. In this context for learning this language there are so many teaching skills, methods and techniques involved. English language is a skilled subject which contains the different skills such as communication skills and language skills. While learning this language student and teacher role is very much required to teach effective manner and also make the students feel fascinated to learn in better way. There is need for language laboratory to do continuous practice of various activities and to improve language skills such as LSRW skills. These skills can learn and improve through involving teaching methods and techniques in English class rooms. Hence, to develop the language skills of all among the engineering graduate, the Activity Based Teaching (ABT) method is very essential at their first year level onwards.

What is Activity Based Teaching Method?

Activity based teaching is a student centered learning and it is an approach adopted by the teachers to bring effective learning experience for students. It is very important method of teaching to develop curiosity, creativity among students. In this method learning by doing is the main object. The purpose of ABT method is to asset the acquisition of knowledge, skills and great experience. It allows the students and teachers to be alert in the teaching learning process both emotionally, physically and mentally as well as it creates the happy relationship between

student and teacher to involve the language assessment measures. Whatever the method of teaching taken up by the teacher in the classroom is only gives the quality of education. The academic achievement for any engineering graduate is completely depends on the method of teaching adopted by the teacher. As a result the short of discussion regarding the importance of ABT method, I have felt to undertake the present study as the research work. The result is students depending upon lecture method learning without improving of their skills. The use of lecture method does not improve the students' language skills (LSRW). When students have to involve and practice those skills then he/she able to get the confidence and ability to listen, speak, read and write in proper way.

The improvement in teaching learning techniques is one of the essential measures on the teachers only that can help to rectify these problems in English classrooms. In this connection, Bandura (1977) proposed model of group behavior that could be learned through observation, Kolb (1983) emphasized reflection upon past experiences, and Black and Wiliam (1998) stressed on the alignment of learning objectives, instructional process and assessment techniques. No single guidance technique or methodology can incorporate every one of the conditions proposed by specialists as essential for figuring out how to happen. For this purpose they have suggested the use of student-centered teaching methods and there should be practice session in every class must include. In regular method of lecture method where students are by-hearting and mugging up the English language material. So it has been suggested that students must be involved in interacting with group of classmates, where they help in exchanging ideas and views through discussions in English language only.

Hence in activity-based learning, the practical activities stimulate the development of cognitive skills. For group work and peer instruction, Vygotsky (1978) describes in the realm of social constructivism that learning is a productive process in which learners actively construct their own meaning with social interaction. So sharing of ideas through interactions in group work gives best for improving language skills. Lecture method and activity based method of teaching have been broadly investigated in the English class rooms. Encouraging for the extreme use of activity-based learning method is stranded in experimental research; e.g. Meyer & Johns (1993) pointed on the root research that during a lecture, students are not attentive to 40% of the time, they keep 70% of the information from the first ten minutes of a lecture and only 20% of the content from the end ten minutes. After three months they keep only 8% more than the learners who have never taken the course. Bredderm (1985) showed a study to test the effect of practical activities on the learning of students in English language at elementary level. Finally the consequences of the study revealed 14% improvement by students in activity based method programs as measure up to students in text book based program. Information analysis about the use of activities-based teaching methods proved that the students and the teachers' feedback was positive regarding student involvement both in the classroom and in relation to the end assessment. And also there was a major development in results of the students taught by the activities-based teaching method in familiar to those the before class. So the combination of lecture training and activity based teaching may be similar to laboratory class supported by discussion that the centre of the academic trainings as described by Palmer (2005), where practical activities challenge students' personal premises and previous ideas, while group discussion allows them to rebuild and reform their knowledge.

All the information provides for full of understanding and theoretical linkages of different practical illustrations. There is plenty of research about the efficiency of activity based learning as compared to traditional lecture method of teaching. Question take a place that what is the

outcome of ABT learning process when combined with peer learning. So study was performed to look at the effectiveness of teaching English language involving the students in peer group activities at engineering level.

Objectives of the Study

1. To know the comparative result of activity-based learning and traditional lecture method for teaching English language to engineering students at first year level.
2. To assess efficiency of activity-based learning and lecture method on student's different stages of knowledge learning areas such as Listening, Speaking, Reading and Writing (LSRW) Skills.
3. To evaluate effectiveness of activity-based learning and lecture method on students' skills development in English language subject at engineering first year level.

Methodology

The purpose of this study was to look at the effect of activity-based learning on academic achievement of engineering first year students in the subject of English language. In order to examine relative effectiveness of independent variable, the selection of most suitable design for this research was the basic step. Observing in view the various things affecting the internal and external validity of experimental design, pre-test and post-test were measured a suitable research data for this experiment. In order to conduct this experiment, an engineering college was selected in Visakhapatnam city after a survey of colleges having required strength at engineering first year level.

In the selected college, 60 students of engineering first year Mechanical were divided into two groups on the basis of pre test score. The first group was considered as experimental and the second group was considered as control group. The pre-test and post-test were made after continuous reviews of the method of the test conducted. This test covered five lessons selected from the English text book of first year students. It included of 30 questions related to four domains of language learning skills (LSRW) development. The test was approved by guide testing just as judgmental approval. For testing purpose, five lesson plans were prepared for both the methods of activity based and lecture based method of teaching. For four weeks period control group was taught by lecture method in their respective classrooms and experimental group was taught by activity based method of teaching in English language laboratory.

In Language lab LSRW skills activities were used for experimental group. In each topic for experimental test, the instructor taught and set targets for students to attain by participating different activities in the lab. After that students were separated into mixed groups of two to three to execute different activities in English language laboratory in the supervision of teacher. On the next day each group had to come with findings and suggestions in a given format and they had to present that in front of the whole classmates.

After experiment of one month, the post test was directed in both control and experimental groups. The most important point here is all the instructions and guidance in both groups were given by the same teacher only. For this research students' pre test and post test score were served as data. And for data analysis statistical tools were used.

Results

This testing of the data shown on the whole results that the practical method of teaching group showed better performance than theory method of teaching group. And also this result revealed that the practical method of teaching group performed significantly better than theory method of teaching group in the area of understanding, knowledge and grasp of subject and skill development. Finally the result of the study points out that the Activity based method of teaching

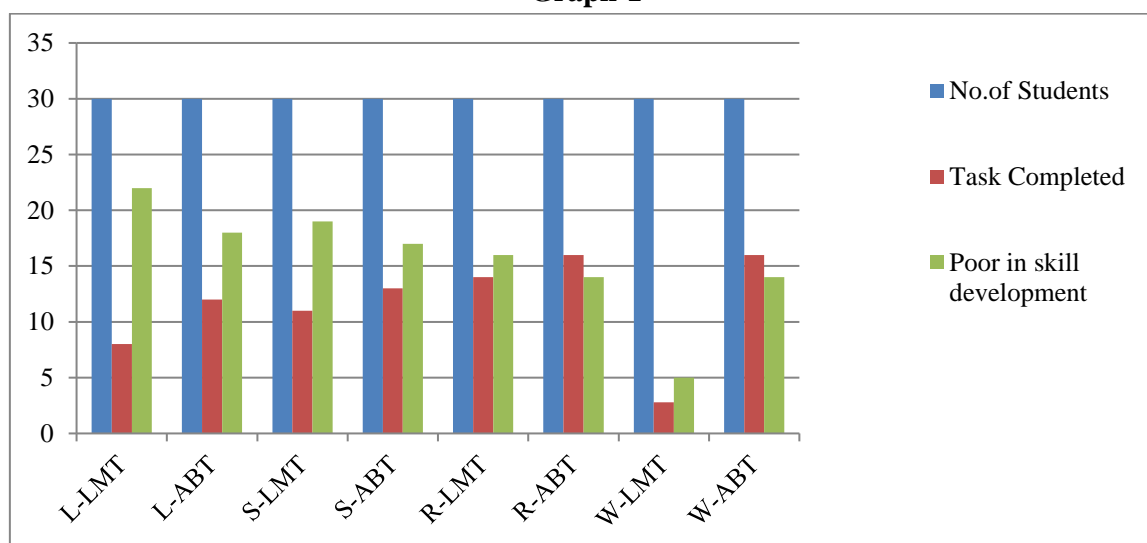
process was more effective for teaching of English subject as contrasted to Lecture Method of Teaching (LMT) for engineering graduates.

First, the actual level of language skills between theory method of teaching group and practical method of teaching group in pre test. In this process English language skills (LSRW) are taken as learning domains. A question paper consisting of 30 questions each on carry 1 mark total 30 marks paper is given to both the group of students before start the experiment of teaching process and 35% out of 30 marks consider as a pass mark. So who ever got 11 or more than that consider as learners task completed. The following table shows that the level of learning skills in pre-test of the both group.

Table1: Level of Skill between Lecture Method of Teaching (LMT) and Activity-Based Method of Teaching (ABT) Groups in Pre-Test

Learning Skill	Name of Learning Group	No. of Learners	No. of Learners Task Completed	No. of Poor in Skill Development
LISTENING	LMT	30	08	22
	ABT	30	12	18
SPEAKING	LMT	30	11	19
	ABT	30	13	17
READING	LMT	30	14	16
	ABT	30	16	14
WRITING	LMT	30	15	15
	ABT	30	16	14

Graph-1



(L-LMT=Listening Skill-Lecture Method Teaching, L-ABT=Listening Skill-Activity Based Method Teaching, S-LMT=Speaking Skill-Lecture Method Teaching, S-ABT=Speaking Skill-Activity Based Method Teaching, R-LMT=Listening Skills-Lecture Method Teaching, R-ABT=Reading Skill-Activity Based Method Teaching, W-LMT=Writing Skill-Lecture Method Teaching, W-ABT=Writing Skill-Activity Based Method Teaching)

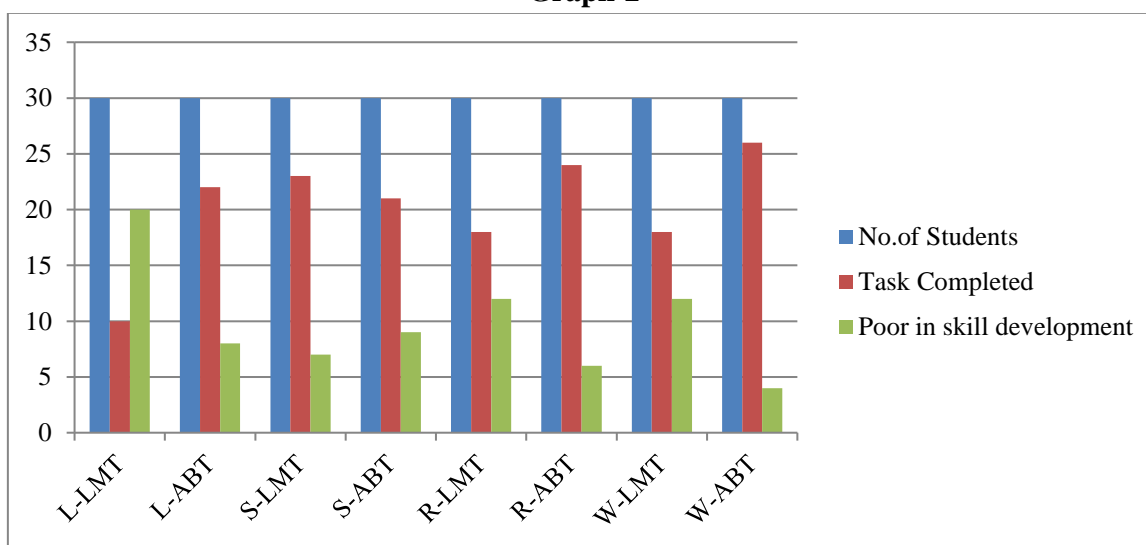
Table-1 & Graph-1 show that there was no much significance between lecture method of teaching (LMT) and Activity-based method of teaching (ABT) groups. But we can observe poor in skill development students are more than task completed students based on observation, short discussions, unstructured interviews and previous academic performance in English language.

After no. of times observed, taken pre-test marks of these two groups and started lecture method of teaching for control group and activities based method of teaching for experimental group for one month. With five lessons and different lesson plans for selected from the English text book for those 30 students in different places. At the end of the course again conducted post-test for both the group of students in four language skills (LSRW). The post-test results show in the following Table-2.

Table 2: The Level of Skill between Lecture Method of Teaching (LMT) and Activity-Based Method of Teaching (ABT) Groups in Post-Test

Learning Skill	Name of Learning Group	No. of Learners	No. of Learners Task Completed	No. of Poor In Skill Development
LISTENING	LMT	30	10	20
	ABT	30	22	08
SPEAKING	LMT	30	23	07
	ABT	30	21	09
READING	LMT	30	18	12
	ABT	30	24	06
WRITING	LMT	30	18	12
	ABT	30	26	04

Graph-2



(L-LMT=Listening Skill-Lecture Method Teaching, L-ABT=Listening Skill-Activity Based Method Teaching, S-LMT=Speaking Skill-Lecture Method Teaching, S-ABT= Speaking Skill-Activity Based method Teaching, R-LMT=Listening Skills-Lecture Method Teaching, R-ABT=Reading Skill-Activity Based Method Teaching, W-LMT=Writing Skill-Lecture Method Teaching, W-ABT=Writing Skill-Activity Based Method Teaching)

Table-2 & Graph-2 reveals that there was significance in the task completed for learning language skills of both the lecture method of teaching (LMT) and Practical method of teaching (PMT) groups. And also it reflects the improving learning domains LSRW (Listening, Speaking, Reading and Writing) overall academic achievement of experimental and control groups in English subject after post-test. Based on the post-test scores of both the groups, we understood the activity based method of teaching is more effective compare to traditional Lecture Method of Teaching (LMT). Because in the post-test results of four language learning domains (LSRW) the

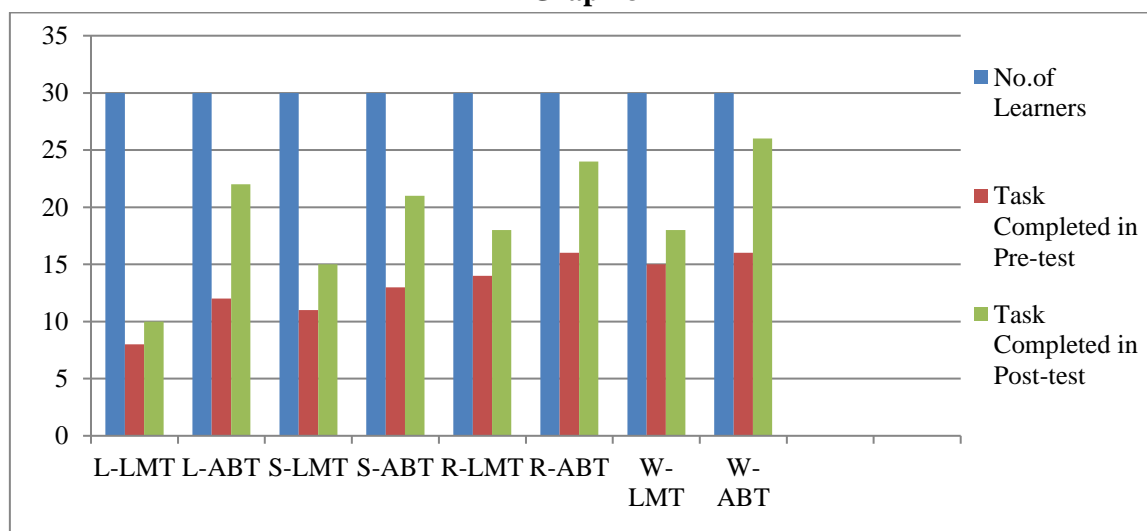
ABT group of learners increased more in Listening skills (from 12-22), Speaking skills (from 13-21), Reading skills (from 16-24) and Writing skills (from 16-24) compare to LMT groups of learners in post-test score.

However on the post-test, the skill development score of experimental group (ABT) was greater than the control group (LMT) which shows in the following Table-3.

Table 3: The Level of Skill Development of LMT-Lecture Method Teaching and ABT-Activity Based Teaching in Four Domains of Language Learning Skills as Below

Learning Skill	Name of Learning Group	No. of Learners	No. of Learners Task Completed in Pre-Test	No. of Learners Task Completed in Post-Test	Improvement of Skill Development
LISTENING	LMT	30	08	10	02
	ABT	30	12	22	10
SPEAKING	LMT	30	11	15	04
	ABT	30	13	21	11
READING	LMT	30	14	18	04
	ABT	30	16	24	08
WRITING	LMT	30	15	18	03
	ABT	30	16	26	10

Graph-3



(L-LMT=Listening Skill-Lecture Method Teaching, L-ABT=Listening Skill-Activity Based Method Teaching, S-LMT=Speaking Skill-Lecture Method Teaching, S-ABT= Speaking Skill-Activity Based Method Teaching, R-LMT=Listening Skills- Lecture Method Teaching, R-ABT=Reading Skill-Activity Based Method Teaching, W-LMT=Writing Skill-Lecture Method Teaching, W-ABT=Writing Skill-Activity Based Method Teaching)

Table-3 & Graph-3 demonstrate clearly about the learners' skills development score in Activity Based Teaching (ABT) was increased in Listening skills (from 2-10), Speaking skills (from 4-11), Reading skills (from 4-8) and Writing skills (from 3-10) than the traditional Lecture Method of Teaching (LMT) in four domains of English language learning skills. So the hypothesis 'there is some significance difference between achievement in skill development in English language taught by the lecture method and those taught by activity based method at first year Mechanical Engineering students' was accepted.

Discussions


The result of the present research for academic achievement in skill development the Activity Method of Teaching (ABT) is greater than Lecture Method of Teaching (LMT) regarding the four domains of Listening, Speaking, Reading and Writing. The reason for this challenge can be explained on the basis of practice and training for developing language skills. Because each lesson was performed once in the group without any activities, so the learners of Lecture Method Teaching (LMT) group had not enough improvement in their language learning skills as it was expected. If the learners of LMT group try to practice continuously through activities and practice for a long time, we may look at a major hopeful improvement in English language skills.

Conclusion

The teaching method and lesson plays a major role to improving English language skills for engineering first year students. In an activity based method of teaching/learning class, learners are actively involved and develop innovative ideas, get self confidence to express one's thoughts, leadership qualities and teamwork which are required to acquire employability in global. So activity based teaching/learning is the most effective method for building soft skills and effective communication skills in various situations in students' job career. Finally, the present study supportive for wide utilize of ABT method of teaching in English language subject for engineering students at first year level.

References

1. Bandura, A. Social Learning Theory. General Learning Press, New York, USA.
2. Black, P. & Wiliam, D. Inside the Black Box, raising standards through classroom assessment. 80(2), 139-148.
3. Bredderman, T. Laboratory programs for elementary school: A meta analysis of effects on learning science education. 69(94), 577-591.
4. Kolb, D.A. Experimental learning. Englewood Cliffs, NJ, Prentice Hall.
5. Meyers, C. & Jones, T. Promoting active learning-strategies for the college classroom. San Francisco.
6. Palmer, D. A motivational view of constructivist in teaching. International Journal of Science Education, 27(15), 1853-1881.
7. Rochelle, J. Beyond romantic versus sceptic: A micro analysis of conceptual change in kinematics. International Journal of Science Education, 20(9), 1025-1042.
8. Vygotsky, L.S. Mind and society. The development of higher order mental processes. Cambridge, Harvard University Press.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>EFL TEACHING: THROUGH TRANSLATION AS A PEDAGOGICAL TOOL</p>
<p>Syeda Noorie Banu Research Scholar, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh & Language Instructor, Medical College, English Language Institute, Jazan University, Jazan, KSA</p> <p>Dr. Vijayababu Palukuri Associate Professor, Division of English, Department of H&S, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Teachers of English as a Foreign Language in India, today, face a pedagogical environment in which dissimilar ideas have been developed emphasizing on communicative competence, importance of exposure to its native culture, translated works of the regional languages, all in terms of literature. English Language Teaching in India, now march towards to stabilize standardize Indian English par with American, Australian and other English. This paper specifically instructs the ways in which language and literature instruct translation and its impact on the learners in the classroom. It also exposes how EFL teaching in India establish the importance of translation in the language classroom through adopting regional literature translated into English. This paper has taken a few real time situations during CAL lab and examines how the translation activities encourage the learners to use English fluently in their communication.</i></p> <p>Keywords: <i>EFL, Communicative Competence, Literature, Culture, Pedagogy.</i></p>

Introduction

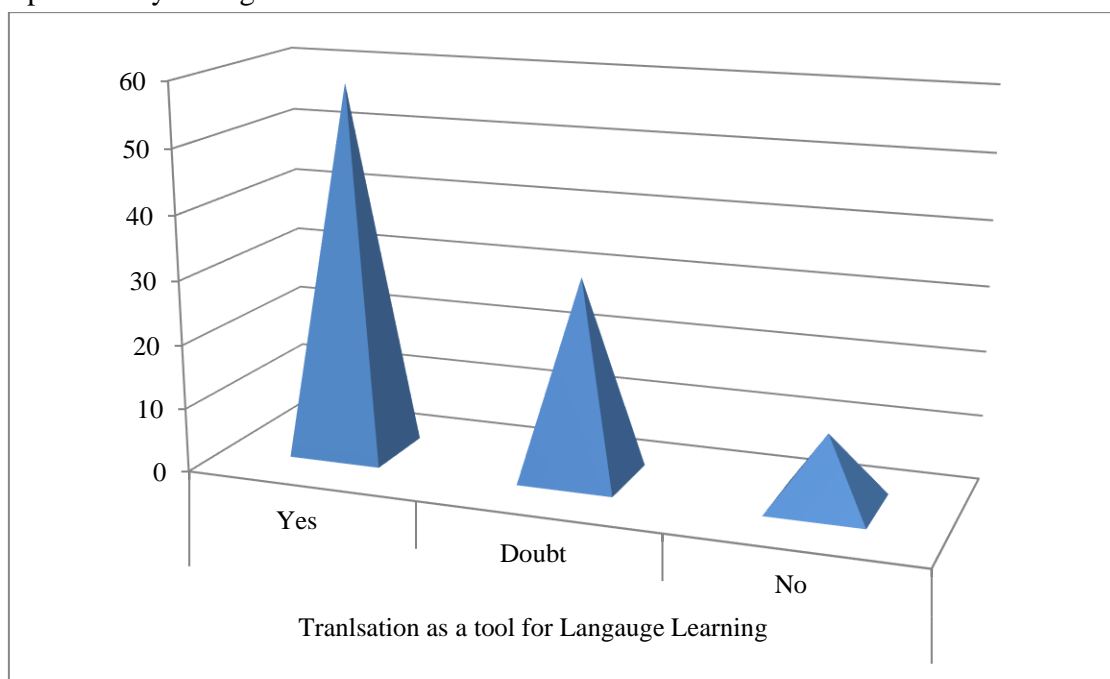
Translation in English language teaching classroom is a sort of process in pedagogical activity. It is no longer observed as an ineffective tool in language learning and is evaluated as to enrich the learner's competence. The main objective of the pedagogical translation in EFL classroom is to enhance the learner's ability to interact and effectively communicate in the target language. Ross in his book, "Interference and Intervention: Using Translation in EFL Classroom" opines that translation is the most important social skill since it encourages communication and understanding (2000:66). As an effective medium of communication and also a social skill, Translation engages interaction and cooperation between people who identify it as an important tool in ELT. Translation from source language to target language creates awareness among students about both the languages and their pattern of structures and difference in expressions. As a part of activity, while participating, student are exposed to identify and understand the differences in syntax, semantics and also they are prepared to familiar with all the language components of the both the languages. The students' participation in the activities improves the writing skills because they transfer the text from one language to another language. Generally, translation creates and re creates the style, context and form of the original into English language conventions. It develops a kind of communication between the teacher and the students. They both discuss the correct and wrong formation of sentences and expressions. The students discuss in English among themselves about the topic they translated into the target language. Their conversations and the teacher's suggestions give an insight into the improvement of listening, speaking and writing skills. Thus translation is introduced to source language students as an instructive tool which is successfully employed at various levels of proficiency in target language. It is also treated as a valuable teaching support to integrate and support four language skills i.e. Listening, Speaking, Reading and Writing.

Method

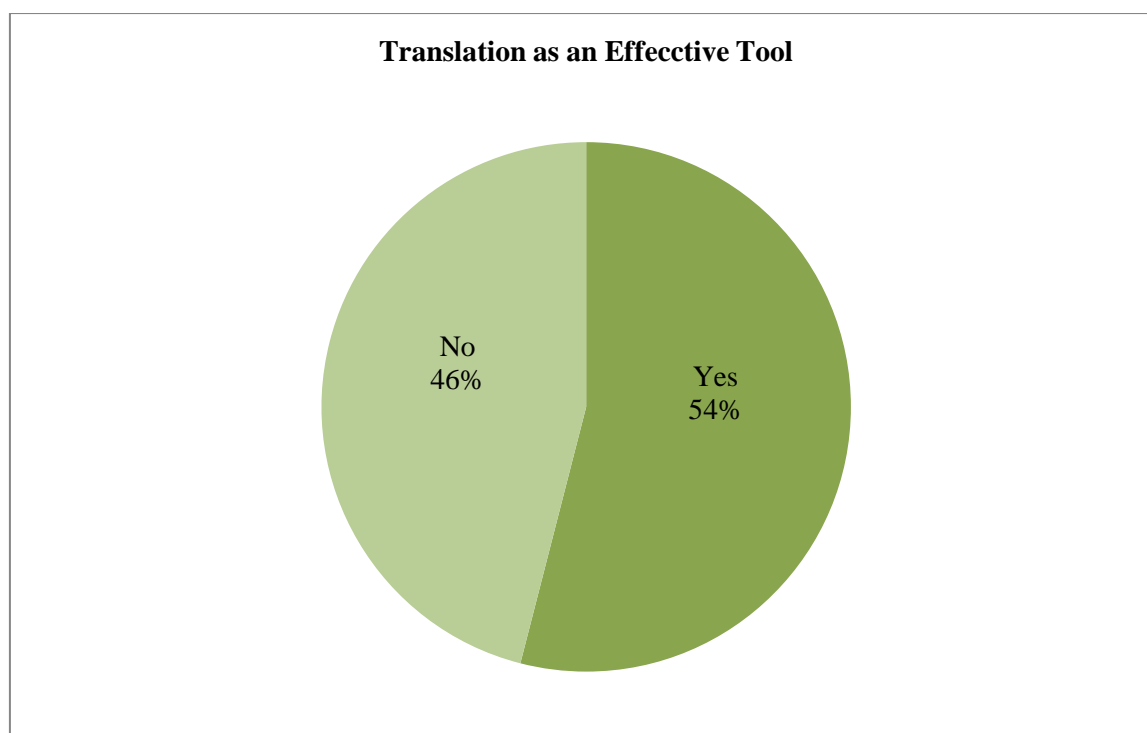
Translation of the regional text into English language is introduced as a language activity to the students of a rural area degree college in Mancherial District, Telangana. The object of introducing the regional language translation as a tool for enhancing communication skills in English is to prepare them to pass through language exams where they are strongly acquainted with their native culture and style of writing. In order to assess the profits of translation activities in English classroom, a brief survey is conducted through a questionnaire. For this purpose, 80 students are selected for the activities and they are explained the true nature of the activity given for them. Open and closed ended questions are given in the questionnaire. Most of them are multiple choices, yes/no questions and fill in the blanks. The students actively participated in the activity as they are closely related with the story given to them. The data obtained through the questionnaire is discussed and analyzed.

Analysis and Discussion

8 questions were given to the students at the end of the activity and asked to express their opinions. The result of the analysis proves that 68% of students are excelled in the language skills as they have taken translation activity as a tool 32% of the students are with poor performance. After a thorough review of the assessment, it is observed that 58% of the students accepted translation as useful tool where as 31% of the students expressed their doubts. But 11% students openly expressed that translation had fail to serve the purpose of their improving English language skills. The analysis of the questionnaire shows that most of the students are positive on the translation activities as the language tool for enhancing their English Language skills. The less response of the analysis indicates that translation is not suitable or useful to the students in their proficiency in English.



The students opined that the translation activities are proficient in effective use of language activities. These exercises are observed positively to comprehend, remember and to obtain English skills. 39% of students participated in the survey perceived these activities as positive and 61% are believed the importance of translation in the current learning process. 54% of the students responded positively when they are asked whether translation could make them faster than other teaching tools and rest of them i.e. 46% remained silent.



There were a few questions asked in the data where the learners are exposed to answer them related to improving their LSRW skills after participating in translation activities, their response is quite interesting and encouraging. At the end of the activity, the participants are able to improve their vocabulary when they translate source language to target language. They agreed that the continuous participation in the activities would enhance their LSRW skills.


Listening	Speaking	Reading	Writing
65%	69%	75%	80%

Conclusion

Methods and approaches in English language teaching is always a subject for discussion and research. It continues to be one of the beaten topics for argument among language experts and teachers. However, the result and the analysis of the present paper shows those translation activities are a useful pedagogical tool. Most of the students have actively participated in the survey and suggested that translation as a suitable approach in English language classroom to improve LSRW skills of the language. Particularly, the translation in English language classes increases better understanding of the style, syntax and semantics of the both the languages. But the overuse of the translation will not be suggested at any cost. It is to be integrated into language teaching at the right time and with the right classroom depending on the wisdom of the teacher.

References

1. Duff, A. (1994). *Translation: Resource Books for Teachers*. Oxford University Press.
2. Malmkjaer, K. (1998). *Translation and Language Teaching*, Manchester, St. Jerome.
3. Ross, N.J. (2000). Interference and intervention Using translation in the EFL class room. *Modern English Teacher*, 93.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>ENGLISH AS FOREIGN LANGUAGE: TEACHING CULTURE, ITS IMPLICATIONS AND STRATEGIES</p>
<p>Dr. J. Naga Madhuri Assistant Professor of English, VRSEC, Vijayawada, Andhra Pradesh</p>	<p>ABSTRACT <i>Language and culture have an inextricable and interdependent relationship. Learning a foreign language without learning the culture can only produce a “fluent fool,” that is someone who speaks the language well but does not understand the social or philosophical context in which it exists. In this era of technology, globalization, immigration and mass media, it is even more imperative for EFL teachers to equip students with high level of intercultural communicative competence. This paper addresses some challenges faced by EFL teachers while teaching target culture and reinforces importance of incorporating culture in teaching English as Foreign Language and suggests how and which components of culture should be taught.</i> Keywords: Culture, EFL, Intercultural Communication.</p>

Introduction

It has long been recognized by linguists and anthropologists that the forms and uses of a given language mirror the cultural values of the society in which the language is spoken. Teaching language in isolation cannot make a learner of the language competent in that language (Krasner, 1999). They need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that the behaviors and intonation patterns that are appropriate in their own speech community may be considered otherwise by members of the target language speech community. They have to realize that, in order for communication to be successful, language use must be in harmony with the culturally appropriate behavior. In this increasingly globalized and multicultural world, where English has got the status of the lingua franca or international language, EFL teachers cannot afford to ignore importance of teaching culture in developing what Byram (1997) calls “*intercultural communicative competence*”.

Consequently, the question that comes up is which culture is the target culture in the EFL context: British or American? Thanks to British colonialism prior to mid-twentieth century and later emergence of the USA as the political, military and economic superpower, English has become the most widely spoken language in the world. However, it is no longer a universal and monolithic linguistic entity; the last century has witnessed proliferation of English to such an extent that there emerged the concept of World Englishes (Kachru, 1992), which consist of different varieties of English used in diverse sociolinguistic contexts. First, there is English from the USA, UK and Australia, which Kachru (1992) placed in ‘inner circle’, it represents the traditional historical and sociolinguistic bases of English where English is now used as the primary language.

Then there are emerging localized or indigenized varieties developed in British colonized nations like India, Nigeria, Caribbean island nations, etc. which belong to the ‘outer circle’. Finally, there is ‘expanding circle’, which includes China, Russia and Brazil.

This paper first defines what culture is in the EFL context. Then it will focus on why it’s important to incorporate target culture in EFL classroom. There is a discussion on why making a

bridge between the learners' own culture and the target culture is so important. The paper will also discuss challenges faced by language teachers while teaching target culture in more traditional societies as some reactionaries consider it a disguise for imposing cultural hegemony or linguistic imperialism. Finally, the paper recommends different strategies to make learning culture meaningful for students, so that they develop intercultural communicative competence.

Definition of Culture

Culture is a highly complex and a broad concept to define. Kramersch (1998) describes culture as "membership in a discourse community that shares a common social space and history, and common imaginings" (p.10). Liddicoat, Papademetre, Scarino and Kohler (2003) define culture as a complex system of concepts, attitudes, values, beliefs, conventions, behaviours, practices, rituals and lifestyles of the people who make up a cultural group, as well as the artifacts they produce and the institutions they create (p.45). According to Hinkel (1999), it refers to areas of inquiry into human societies, groups, systems, behaviors, and activities. Brown (2000:177) defines culture as "the ideas, customs, skills, arts and tools that characterize a given group of people in a given period of time"; while Brooks (1975:20) refers to culture as "everything in human life and the best of everything in human life".

Lee and Peterson have categorized culture into two general types: Big "C" culture and little "c" culture (Lee 2009; Peterson, 2004). Lee (2009:78) refers to Big "C" culture as "the culture which represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society." For Peterson (2004), the culture relating to grand themes, is classified under Big "C" culture which includes the following themes such as geography, architecture, classical music, literature, political issues, society's norms, legal foundation, core values, history, and cognitive processes.

The little "c" culture includes the routine aspects of life and encompasses everything as a total way of life. For Lee (2009:78) this type of culture is "the invisible and deeper sense of a target culture" including attitudes or beliefs and assumptions. Peterson (2004) defines little "c" culture as the culture focusing on common or minor themes. It includes themes such as opinions, viewpoints, preferences or tastes, gestures, body posture, use of space, clothing styles, food, hobbies, popular music, and popular issues, and certain knowledge like, trivia, facts, etc.

Relation between Language and Culture

Wei (2005:56) argues that language has a dual character: a means of communication as well as a carrier of culture. Language without culture is inconceivable and vice versa. A particular language is a mirror of a particular culture. By studying a language, students gain knowledge and understanding of the culture in which the language is embedded; in fact, students cannot truly learn the language until they have also mastered the cultural contexts in which the language occurs. Fantini (1995) stressed the symbiotic relationship between language and culture since language affects and reflects culture and vice-versa. Brown (2000: 177) echoed the same when he says "a language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." In other words, language is regarded as a means by which people communicate to and interact with others, which in turn is responsible for cultural development.

Language and culture have an inextricable and interdependent relationship. Mitchell and Myles (2004) argue that "language and culture are not separate, but are acquired together, with each providing support for the development of the other" (p.235). It is also shown in cultural denotations and connotations in semantics (Byram, 1989), cultural norms in communication (Kramersch, 1993) and mediatory role of language in the social construction of culture (Kramersch,

1996). Liddicoat et al. (2003) also claim that language and culture interact with each other in a way that culture connects to all levels of language use and structures.

Importance of Culture in EFL

In more traditional societies, EFL language teachers are hardly aware of the importance of cultural orientation. They consider communication as merely the application of grammatical rules in oral and written practice. In some cases, learning about the target culture is seen as a threat to the native values, and the importance of linguistically relevant information is neglected. Since having a close contact with the target culture and its speakers is a rare opportunity for all language learners in countries from outer and expanding circles (Kachru, 1992), learners cannot appreciate the importance of learning the cultural aspects of communication unless they visit a foreign country and experience the difficulties. Nonverbal aspects of target culture are sometimes acquired from movies and TV serials, which are far from being helpful for communicative purposes or may sometimes develop misconceptions or stereotypes.

McKay (2003) claims that culture influences language teaching in two important ways: linguistically and pedagogically. Linguistically, culture is significant in the linguistic dimension of the language itself, affecting the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials. He argues that in order to master a language students have to learn both, its linguistic and cultural norms.

Common European Framework claims cultural awareness and intercultural learning part of its policies in order to promote international understanding and world peace. Kitao (2000) also considers international understanding a benefit of culture learning and gives some other reasons why is it important to include culture in foreign language curriculum. Kitao claims that studying culture gives students a reason to study the target language because understanding culture makes studying foreign language and literature more meaningful. Studying culture is also useful for teaching students to understand their own culture. Students' world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures. Kitao (2000) claims that studying culture, besides already mentioned benefits, "gives students liking for the people of that culture", "helps avoid the stereotypes" and is part of general education.

After the communicative theories are introduced in the field of ELT, the integration of culture has started to gain even more importance. Trim (as cited in Starkey, 1999, p.53) explains communicative competence as "the ability to relativize learners' own cultural beliefs, values and practices, to understand those of others, to establish a relationship between the two, and to accept difference rather than expect some universal harmony". In this case, interaction with another culture makes it possible for language learners to relativize their own culture. Tomalin (2008) is of the opinion that the international role of the English language and globalization are the two main reasons to teach culture as a 'fifth language skill', in addition to listening, speaking, reading and writing. "What the fifth language skill teaches you is the mindset and technique to adapt your use of English to learn about, understand and appreciate the values, ways of doing things and unique qualities of other cultures.

It involves understanding how to use language to accept differences, to be flexible and tolerant of ways of doing things which might be different to yours. It is an attitudinal change that is expressed through the use of language."

One of the problems resulting from the use of the target culture in ELT is the fear that the students will be influenced by the target culture and loses their own identity since this may be categorized as linguistic imperialism. Some authors have suggested using both home language and target language culture to deal with the limitations of exclusively using one of the cultures. This idea is, according to Ariffin (2009), excellent because students are encouraged to discover similarities between their culture and the target language culture, which could bring about common understanding and tolerance.

The importance of incorporating culture in language teaching has been addressed by international and national foreign language associations, such as TESOL that has stipulated the third goal in ESL Standards for Pre-K-12 Students to use English in socially and culturally appropriate ways. American Council of teachers of Foreign Languages (ACTFL) also determines the standards based on “knowing how, when and why to say what to whom” (Onalan, 2005). In China’s English Curriculum Standard, culture awareness is also one of the integrated language capabilities.

Which Culture is the Target Culture?

When it comes to teaching English vis-à-vis culture, many teachers and learners are faced by an immediate choice: which culture to learn? The most popular choices, for historical and economic reasons, were British or American culture, with a mixture of small “c” and Big “C” cultures. Most international English Language teaching materials also have an obvious bias towards British or American culture. The teachers and learners seem to be faced with a relatively easy choice. However, is it that easy? The more you unpack the notion of culture in teaching the more difficult it becomes. One problem is that there is no such thing as a monolithic national culture. People belong to any number of cultural groupings, for example: age, gender, regional origin, work, social class, religion and ethnic background. A failure to recognize this leads to the perpetuation of stereotypes.

Furthermore, it is true that English now occupies a unique position as a world language. English is no longer viewed as being the property of what Kachru (1992) calls the “Inner Circle” countries - Britain, USA, Canada, Australia and New Zealand. This has led some to call for the teaching of English as an international language to be devoid of cultural content entirely, a ‘neutral’ or ‘supranational’ variety of English.

But others argue that even the emerging international variety of English is a North American sub-genre that threatens other languages and homogenizes culture. And yet, with culture featuring prominently in most school curricula as an integral part of the core English program, it can hardly be ignored.

There is another way of teaching culture which doesn’t necessarily mean abandoning potentially motivating cultural material. It draws on the notion of intercultural competence (Byram, 1997). In simple terms, intercultural competence is the ability to communicate and operate effectively with people from another culture. More and more intercultural encounters are taking place these days for many different reasons:

- ✓ Technology (internet, email, social media websites, chat, mobile phone) enables people to communicate faster, cheaper and further than before.
- ✓ Globalization brings people from different cultures into contact with each other more than in the past to do business.
- ✓ Increased movement of populations and immigration bring people from different cultures into contact with each other, sometimes causing tension and conflict.

- ✓ Modern warfare and media coverage (the ‘War on Terror’, the Iraq war) have the effect of simplifying and narrowing definitions of culture into good and bad, right and wrong.

The fact that English is the dominant international language means that English is being used more and more in the above interactions and that intercultural competence is needed to successfully negotiate them.

Becoming inter-culturally competent involves recognizing differences and variations within one’s own culture and within other cultures. It’s about occupying what is called “a third place”, a principled and detached view across cultures. It means abandoning the idea that everybody sees the world in pretty much the same way. What does this mean in practical terms for the English classroom? McKay (2002) argues that cultural material in class should be used to encourage students to reflect on their own culture and establish a “sphere of inter-culturality” (Kramersch 1993). In this sense, intercultural competence is not so much about knowledge as about skills. The skills that should be developed to enhance intercultural competence include:

1. Asking questions.
2. Listening and seeking clarification.
3. Negotiating and identifying common ground.
4. Avoiding prejudging or stereotyping.


Conclusion

Culture is therefore a crucial facet of teaching English as a Foreign Language. The goal behind teaching culture in EFL should be inculcating intercultural communicative competence among learners, rather than propagating or showing superiority of the target culture over native culture. The foreign culture should provide the mirror to the learners in which he can see his own culture reflected. It provides an outside to our inside. Culture learning should be a conscious, purposeful process in which the tacit is made explicit. Teaching culture is currently being understood as “aspect of values education” (Tomalin & Stempleski, 1993:4) based on critical thinking and developing tolerance towards differences. According to Byram (1997), culture learning is seen as a comparative process in which learners are encouraged to get aware of their own culture and contrast it with the target culture.

References

1. Krasner, I. 1999. The role of culture in language teaching. *Dialog on Language Instruction*, 13(1-2), 79-88.
2. Byram, M. 1997. *Teaching and assessing intercultural communicative competence*. Clevedon: Multilingual Matters.
3. Kachru, B. 1992. *The other tongue: English across cultures*. USA: University of Illinois Press.
4. Kramersch, C. 1998. *Language and culture*. Oxford: Oxford University Press.
5. Liddicoat, A.J., Papademetre, L., Scarino, A. & Kohler, M. 2003. *Report on intercultural language learning*. Canberra ACT: Commonwealth of Australia.
6. Hinkel, E. 1999. *Culture in second language teaching and learning*. Cambridge: Cambridge University Press.
7. Brown, H.H. 2000. *Principles and language learning and teaching* (4th ed). White Plains, NY: Addison Wesley Longman.
8. Brooks, N. 1975. The analysis of foreign and familiar cultures, in R. Lafayette (Ed.). *The culture revolution in foreign language teaching*. Skokie, Illinois: National Textbook Company.

9. Lee, K-Y. 2009. Treating culture: What 11 high school EFL conversation textbooks in South Korea Do, *English Teaching: Practice and Critique*, 8, 76-96.
10. Peterson, B. 2004. *Cultural intelligence: A guide to working with people from other cultures*. Yarmouth, ME: Intercultural Press.
11. Wei, Y. 2005. Integrating Chinese culture with TEFL in Chinese classroom. *Sino-US English Teaching*, 2(7), 55-58.
12. Fantini, A. 1995. Introduction-language, culture and world view: Exploring the nexus. *International Journal of Intercultural Relations*, 199(2), 143-153.
13. Mitchell, R. & Myles, F. 2004. *Second language learning theories* (2nd ed.) London: Arnold.
14. Byram, M. 1989. *Cultural studies in foreign language education*. Philadelphia: Multilingual Matters.
15. Kramsch, C. 1993. *Context and culture in language teaching*. Oxford: Oxford University Press.
16. Kramsch, C. 1996. The cultural component of language teaching, *Language, Culture and Curriculum*, 8(12), 83-92.
17. Bennett, J., Bennett, M. & Allen, W. 2003. Developing intercultural competence in the language classroom, in *Culture as the core: Perspectives in second language learning USA: Information Age Publishing*.
18. Gao, F. 2006. Language is culture: On intercultural communication, *Journal of Language and Linguistics*, 5(1), 58-67.
19. Wang, X. 2008. Reflection on the notion of culture teaching. *US-China Foreign Language*, 6(1), 49-53.
20. McKay, S.L. 2003. The cultural basis of teaching English as an international language. *TESOL Matters*, 13(4), 1-6.
21. Kitao, K. 2000. *Teaching Culture in Foreign Language Instruction in the United States*. Available at <http://www1.doshisha.ac.jp/~kkitao/library/article/culture.htm>
22. Starkey, H. 1999. Foreign language teaching to adults: Implicit and explicit political Education. *Oxford Review of Education*, 25(1/2), 53.
23. Tomalin, B. 2008. Culture: The fifth language skill. Available at <http://www.teachingenglish.org.uk/think/articles/culture-fifth-language-skill>
24. Ariffin, S. 2009. Culture in EFL teaching: Issues and solutions. Retrieved from [http://web1.hpu.edu/images/Graduate Studies/TESL_WPS/10Ariffin_culture_a16631.pdf](http://web1.hpu.edu/images/Graduate%20Studies/TESL_WPS/10Ariffin_culture_a16631.pdf)
25. Onalan, O. 2005. EFL teachers' perceptions of the place of culture in ET: A survey study at four universities in Ankara, Turkey. *Journal of Language and Linguistic Studies*, 1(2).
26. McKay, S. 2002. *Teaching English as an International Language: Rethinking Goals and Approaches*. Oxford: Oxford University Press.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>LANGUAGE OF ALIENATION AND ALIENATION OF LANGUAGE IN NISSIM EZEKIEL'S "BACKGROUND, CASUALLY" AND "GOODBYE PARTY FOR MISS PUSHPA T.S."</p>
<p>Dr. V.L.V.N. Narendra Kumar Lecturer in English, Govt. Polytechnic, Atmakur, S.P.S.R. Nellore, Andhra Pradesh</p>	<p>ABSTRACT</p> <p><i>The alienation of the Jewish community in the twentieth century was the upshot of holocaust. The subsequent racial discrimination led to the birth of Israel. Saul Bellow, Bernard Malamud and Norman Mailer enriched the canon of American fiction. Nissim Ezekiel, who belonged to a Bene - Israel family that migrated to India generations ago, was an insider - outsider who employed English creatively to depict his own predicament. In "Background, Casually", Ezekiel appears as an 'isolato' whose quest for roots is an existential imperative. His language which is at once innovative and vibrant is the language of alienation. His vision is ironic in that he brings out the ambiguities and paradoxes which characterise the life around him. Pidgin English is a language used between two communities which have no common language. It was the link language between the proletariat and the British. However some Indians still use it, the cause being ignorance of rudiments of language. In the process, their language alienates itself from accepted speech. "Goodbye Party For Miss Pushpa T.S." is a 'very Indian' poem in which Ezekiel deliberately uses pidgin English to mock at the way many speak English in India. He deliberately deviates from standard norms to create a humorous situation. His perspective, which is detached and objective, is that of an outsider. His alienation in "Background, Casually" is both geographical and psychological whereas the alienation in "Goodbye Party for Miss Pushpa T.S." is a linguistic phenomenon. Enforced alienation in the former stands in sharp contrast to the alienation which is voluntary in the latter.</i></p> <p>Keywords: Holocaust, Alienation, Existential, Pidgin, Ironic, Linguistic, Psychological.</p>

The alienation of the Jewish community in the 20th century was the upshot of Holocaust. The subsequent racial discrimination led to the birth of Israel in 1948. Saul Bellow, Bernard Malamud and Norman Mailer enriched the corpus of American fiction. Nissim Ezekiel who belonged to a Bene - Israel family that migrated to India generations ago, was an insider - outsider who employed English innovatively to deal with his own predicament. M.K. Naik observes that the alienation motif is central to Ezekiel's work and colors his entire poetic universe. Ezekiel's vision is ironic in that he brings out the ambiguities and paradoxes which characterize the life around him. This paper makes an attempt to examine the two modes - language of alienation and alienation of language in "Background, Casually" and "Goodbye Party for Miss Pushpa T.S." respectively. According to Ezekiel, his life and his poetry are 'inextricable'. In his Preface to Sixty Poems (1953), he observes that poetry is elusive whereas to write a poem is comparatively easy. He says:

*A poem is an episode, completed
In an hour or two, but poetry
Is something more.*

Ezekiel's art informs his work. His tone in "Background, Casually", is at once characterized by irony and self-mockery. The very opening lines set the tone:

*A poet - rascal - clown was born,
The frightened child who would not eat
Or sleep, a boy of meager bone.*

As a child, Ezekiel differed from, and differed with, the Hindu boys, the Muslims and the Roman Catholics. His alienation was an archetypal pattern against which he struggled. He observes:

*I went to Roman Catholic school,
A mugging Jew among the wolves.
They told me I had killed the Christ.
That year I won the scripture prize.
A Muslim sportsman boxed my ears.*

As a Jew, he felt like an alien among the natives. The discrimination was perceptible at two planes - the religious and the social. However he excelled as a child in academics. He feared the 'undernourished Hindu lads' whose faulty English he ridicules:

*Their prepositions always wrong,
Repelled me by passivity.*

Ezekiel mocks at the passivity of the Hindus in his celebrated poem, "The Night of the Scorpion". Their passivity is the outcome of ignorance and superstitions. On certain occasions, he even resorted to violence, which under the given circumstances, was a desperate remedy. He confesses thus:

One noisy day I used a knife.

The shallowness of the Jewish rituals and ceremonies intensified his misery. His relentless quest for roots was an exercise in futility. He was a 'dangling man' to whom life offered no hope. His protest was an existential imperative which constitutes the first stage in his search for moorings. Judaism, his religion, failed to sustain him. He admits:

*At home on Friday nights the prayers.
Were said. My morals had declined.
The more I searched, the less I found.*

Michael Garman makes a valid point:

The central metaphor of all the early writings
(and a persistent one later on too,) is
that of a departure, journey, sea-voyage
or venture (Garman: 137)

At the age of twenty two, Ezekiel went to England. He makes an interesting observation:

..... *Philosophy
Poverty and poetry, three
Companions shared my basement room.*

In London, he lived in the basement, like Ellison's 'invisible man', struggling for an identity of his own. His health declined. His sense of failure tormented him:

*I knew that I had failed
In everything, a bitter thought*

In disgust, he returned to India in a cargo ship in which he scrubbed the decks. His quandary, however, continued even after his return. His failure to strike roots led to an identity-crisis. He makes an honest confession:

How to feel it home was the point.

His dilemma was existential in its magnitude. He used to have nightmares in which his feet and hands were bound by ‘fierce men’. They were his ancestors in the unconscious who conditioned his sensibilities. M.K. Naik points out:

Another persistent motif is an obsessive sense of failure, leading to agonized bouts of self-doubt and self-laceration, revealing the poet ‘in exile from himself’ (Naik: 195)

Ezekiel was an ‘isolato’ wherever he was - be it India or Europe. However, after his return from Europe, he made a compromise to assimilate into Indian ethos. At the same time, he, like the chorus in a Greek tragedy, distanced himself from the drama of life around him. His race and language provided him with a vantage point to view life with detachment and objectivity. He says:

*I look about me now, and try
To formulate a plainer view*

He admits that he lacks the wisdom needed to ‘cash in on the inner and the outer storms’. However he managed to adapt himself to the milieu which, at least to him, was paradoxical:

*I have become a part of it
To be observed by foreigners.
They say that I am singular,
Their letters overstate the case.*

Ultimately India and Ezekiel accepted each other which was evidenced by the fact that Ezekiel wrote Naipaul’s *India and Mine*, a rejoinder to Naipaul’s controversial book, *India: A Wounded Civilization*.

“Background, casually”, like “Enterprise”, has a circular structure. It ends where it begins in India. In this cyclical process, there are three significant phases:

- a) his futile revolt against racial and social discrimination
- b) his voyage from the known to the unknown.
- c) his eventual reconciliation

Thus Ezekiel moves from active resistance to passive acceptance. He observes:

My backward place is where I am.

In “Goodbye Party for Miss Pushpa T.S.”, Ezekiel makes a deliberate departure from prescriptive grammar and syntax. His bringing of Indian life and language together to comment on the inconsistencies of both serves his objective - to parody. His use of stative verbs is at once an innovative and conscious poetic strategy to expose the hollowness of native speakers of Indian English. In this respect, Ezekiel’s accomplishment is strikingly similar to Anurag Mathur’s in his novel, *The Inscrutable Americans*.

“Goodbye Party for Miss Pushpa T.S.” is in free verse which enables Ezekiel to indulge in liberties with the language. M.K. Naik observes that Ezekiel experiments with three different solutions to his problem of alienation, the easiest way out being a protective assumption of easy superiority expressing itself in surface irony as in his “Very Indian Poems” in which the obvious linguistic howlers of Indian students are pilloried with metropolitan snobbishness (Naik: 194)

Ezekiel employs irony and humour in highlighting the problems that arise in the way of assimilating a foreign language like English. The impact of speech mannerisms of the native language is too obvious to be ignored. Ezekiel parodies some distinctive features of IndEnglish.

For instance he deliberately employs the progressive (-ing) form for verbs of perception which are not generally used in the progressive in finite verb phrases in Standard British English. Ezekiel creates humour thus: ‘you are all knowing’, ‘she is feeling’, ‘I am always appreciating’.

In IndEnglish, articles are often omitted. Ezekiel makes this feature a part of his strategy to create an incongruity in the context of the poem:

*Miss Pushpa is coming
from very high family.
Her father was renowned advocate
in Bulsar or Surat.*

Likewise the definite article, ‘the’ is conspicuous by its absence in the line:

*Coming back to Miss Pushpa
She is most popular lady.*

Another deviant feature of IndEnglish is the use and positioning of adverbs at inappropriate places:

*You are all knowing, friends,
what sweetness is in Miss Pushpa.
I don't mean only external sweetness
but internal sweetness.*


Ezekiel resorts to literal translation of some expressions in Hindoostani like ‘family members’ to make fun of IndEnglish.

Ezekiel ridicules ‘babu English’ for a creative purpose. The trauma of childhood left an indelible mark on his sensitive psyche. Pidgin English is not accepted as Standard English. It was an auxiliary language used between two communities which have no common language. It was the language of the proletariat in ports during the British regime. However some Indians, though the number is limited, still employ it, the cause being ignorance of rudiments of English language. In the process, Pidgin English isolates itself from Received English and stands alienated from mainstream English. Ezekiel uses Pidgin English in “Goodbye Party for Miss Pushpa T.S.” even though there is a common language between the two communities. There are no visible barriers in communication but he employs it to lampoon the English of the snobbish upper stratum in the Indian society. As Iyengar observes, there is ‘bold yet apt phrasing, a verbal sting too when called for, occasionally even a touch of the frivolous or ludicrous (Iyengar: 658).

Thus the first alienation - the language of alienation in “Background, Casually” - is a creative need. It is a sort of catharsis through which he gets rid of his aggressive feelings for Indian life. It enables him to articulate his sense of rootlessness. The second alienation - the alienation of language in “Goodbye Party for Miss Pushpa T.S.” which is Ezekiel’s volition, is a linguistic experiment aimed to scoff at the ‘babu’ English.

Works Cited

1. Ezekiel, Nissim. “Background, Casually”, Collected Poems 1952-1988, Delhi: Oxford University Press, 1989. Print
2. ...Goodbye Party for Miss Pushpa T.S. 1976. Hymns in Darkness. Oxford University Press.
3. Naik, M.K. A History of Indian English Literature, Sahitya Akademi, 1982. Print.
4. Garman, Michael. “Nissim Ezekiel - Pilgrimage and Myth”, Critical Essays on Indian Writing in English, ed. M.K. Naik, S.K. Desai and G.S. Amur, Macmillan, 1977. Print.
5. Iyengar, K.R.S. Indian Writing in English, Delhi: Sterling, 1984. Print.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>REGIONAL CULTURE AND SOCIAL CONCEPTS IN LANGUAGE TRANSLATION</p>
<p>Dr. Ramesh Pettela Professor of English, IIIT-RK Valley Campus, RGKUT-AP, Idupulapaya, Kadapa, Andhra Pradesh</p>	<p>ABSTRACT <i>It is apparent that the human experience is wrought with the tentacles of diversity and cultural morays that at best hinder true communication without seeking the commonalities that are evident from one society to the other. It is the intent of me to present a paper that addresses the issue of word transfer” into one cultural-linguistic context into another cultural-linguistic context that does not share the same vocabulary or the same social understandings that has caused them to exist throughout history as a cohesive society. This approach to the examination of “word transfer” will be accomplished through a precise look into three areas that heavily influence this concept; 1) unity of thought, examining the case study and extrapolating the difficulties being encountered as the participants attempt to bring a foreign concept that has a particular name attached to it into a drastically different culture with the same intended meaning, 2) unity of evolution, examining the evolutionary process of hijacked words and their development and the implications of this course of action, and 3) unity of transliteration, the historical usage of transliteration as a means to procure a certain understanding among a group of people that was unfamiliar with the source language.</i></p> <p>Keywords: <i>Word Transfer, Diversity, Cultural-Linguistic Context, Thought, Evolution, Transliteration, Unity.</i></p>

Introduction

The story under consideration revolves around a missionary, Ivan, who has been trusted into a context that is radically different than the one from whence he came. He has been sent to the Telugu people in southern India and has been given the task of creating a significant translation of the original text of Scripture in order for the Telugu people to understand the redemptive work of God for mankind. The story begins with Ivan being frustrated because he is experiencing difficulty with the word 'God' in the Telugu language. His indigenous helper, Yesudas, understands his dilemma and attempts to bring clarity to the situation. There are several problems that come to light when they attempt to arrive at the translation by seeing if there is a single term in the Telugu language that can convey the Christian concept of God. The missionaries pursue through several names, such as, deva and brahman. Deva is the name that the Telugu use when they discuss the concept of God in a more generalized fashion. However, the term deva has several flaws as it relates to the Christian understanding of God; 1) there are plethoras of devas, so they display a disconnected group concept. They are disconnected in person and in purpose, 2) devas are perceived as being a personal force but not perceived as being “ultimate reality, 3) devas are seen as being at oneness with the universe, which includes all plant and animal life. They are not conceived of as any different than any part of creation except for their strength, and 4) devas are believed to be able to transform themselves into a being called an "avatar" in order to come and assist mankind whenever he needs help. After looking at

the term deva the missionaries move through a maze of other terms that might display some characteristic of the Christian concept of God but in a multiplicity of other ways the terms fail in comparison to the Christian concept of God. It is frustrating to the missionaries because they realize that whatever terminology they utilize to portray the Christian God to the Telugu people will affect the Telugu's understanding of God for the next one hundred years or longer. This quandary brings them to a crossroads of sorts and they ask the reader to help them navigate this dilemma in a way that will convey to the Telugu people the true understanding of God of Christianity and his nature and the implications of this understanding as the premise concerning His interaction with humanity. The missionaries are held captive by their understanding of the God of Christianity as they attempt to decide how they can perform a "word transfer", the concept of taking the meaning of a word in one language and making it applicable in another language.

Presupposition Understandings

Unity of Thought: The dilemma that faces the missionaries revolves around the transfer of a concept into the language of a targeted group of people. It is helpful at this point to acknowledge what Frederic Gill states in the Harvard Review, A human mind has certain native instincts, inherent ways of dealing with experience, apart from which experience as we know it would not be possible. Thus we inevitably act upon the principle of contradiction; we behave as if we believed it long before we are able to grasp the idea. This seems to be the simplest and most fundamental aspect of the great idea of unity, which is an idea corresponding with an ultimate fact that works unconsciously in our life long before we grasp it as an explicit idea. It is conceivable to Gill that humanity formulates an understanding before they are able to articulate the word or words that frame the understanding. Gill appears to point to an innateness that extends from the mind of man as he attempts to make order out of his chaotic environment. It is the opinion of Gill that men define their terminology based on the principle of contradiction. It has been a commonly held belief among philosophers that there exist three laws of thought 1) the law of non-contradiction, 2) the law of the excluded middle, and 3) the law of identity. The law of non-contradiction is explained by Aristotle in his epic work, Metaphysics in the following manner.

"One cannot say of something that it is and that it is not in the same respect and at the same time." "It is impossible, then, that 'being a man' should mean precisely not being a man, if 'man' not only signifies something about one subject but also has significance. And it will not be possible to be and not to be the same thing, except in virtue of an ambiguity, just as if one whom we call 'man', and others were to call 'not-man'; but the point in question is not this, whether the same thing can at the same time be and not be a man in name, but whether it can be in fact."

In reference to the Telugu people the missionaries are faced with the predicaments that are faced when one attempts to communicate in any language, the predicaments of the laws of thought. How can they communicate in a significant way the concept of God without violating the laws of thought. Whatever they determine it, the wording that they choose cannot mean more than one thing in any given situation or no one will understand the intended meaning of the term. Thus, if they determine to utilize the word deva it cannot mean any god and the one and only God at the same time. There must be differentiation if the word is to remain within the vocabulary of the Telugu people. Not only can the missionaries not violate the first law of thought but they must also remain in congruency with the remaining two laws of thought. The law of excluded middle is also explained by Aristotle in the ensuing manner,

"But on the other hand there cannot be an intermediate between contradictories, but of one subject we must either affirm or deny any one predicate. This is clear, in the first place, if we

define what the true and the false are. To say of what is that it is not, or of what is not that it is, is false, while to say of what is that it is, and of what is not that it is not, is true; so that he who says of anything that it is, or that it is not, will say either what is true or what is false..."

Aristotle seems to be an expert at explaining the methods necessary in order for humanity to be able to communicate in an understandable fashion. He states that a subject cannot be and not be at the same time. Therefore, the missionaries are presented with the confinement that whatever terminology they choose to convey the idea of God it has to refer uniquely to Him. Finally, the missionaries are faced with the third law of contradiction, the law of identity. The law of identity as taught by Aristotle states that the word 'be' or 'not be' has a definite meaning, so that not everything will be 'so and not so'. Again, if 'man' has one meaning, let this be 'two-footed animal'; by having one meaning I understand this:-if 'man' means 'X', then if A is a man 'X' will be what 'being a man' means for him. It makes no difference even if one were to say a word has several meanings, if only they are limited in number; for to each definition there might be assigned a different word. For instance, we might say that 'man' has not one meaning but several, one of which would have one definition, viz. 'two-footed animal', while there might be also several other definitions if only they were limited in number; for a peculiar name might be assigned to each of the definitions. If, however, they were not limited but one were to say that the word has an infinite number of meanings, obviously reasoning would be impossible; for not to have one meaning is to have no meaning, and if words have no meaning our reasoning with one another, and indeed with ourselves, has been annihilated; for it is impossible to think of anything if we do not think of one thing; but if this is possible, one name might be assigned to this thing."

This third law of thought is, in my opinion, the most important concept when it comes to "word transfer" in a missiological understanding. It states that there must be one meaning for a term thereby mankind is able to deduce the subject being discussed. However, there must be a limitation on the potentially defining statements that can be applied to the subject at hand. It is with this understanding that the missionaries must develop or utilize a term that cannot be A or not A at the same time. So, the word for God has to mean the Christian concept of God because it cannot mean the Christian concept of God at the same time. Furthermore, the terminology chosen cannot mean two things simultaneously, because then it would hinder communication and no one would be able to understand others in a significant way. Finally, as the missionaries chose a word they must be able to state that when all of the definitions are given for the term it must completely define the name given to the subject. This "word transfer" must adhere to all of the rules of thought in order to be implemented in a way that adds to discourse. Therefore, the word utilized for God in the Telugu language must be universally accepted as the name that carries the limited amount of meanings concerning this concept of the Christian God. This moves this discussion into another realm.

Unity of Evolution: There is no rational person that would not agree that language evolves in the course of time. This phenomenon can be seen most clearly in the post modern view of the term "gay." The term "gay" referred to someone who was in a gleeful mood. However, the meaning has evolved over the years to refer to someone who has exchanged the natural use of a woman; men lusting after other men. It is also true that many other words have evolved as a society reinvents itself. Pagel says, frequently used words evolve at slower rates and infrequently used words evolve more rapidly. This relationship holds separately and identically across parts of speech for each of the four language corpora, and accounts for approximately 50% of the variation in historical rates of lexical replacement. We propose that the frequency with which specific words are used in everyday language exerts a general and law-like influence on their rates of evolution.

Our findings are consistent with social models of word change that emphasize the role of selection, and suggest that owing to the ways that humans use language, some words will evolve slowly and others rapidly across all languages. It is to the advantage of the missionaries to utilize a word that will be infrequently used in order to create an environment that will be conducive for its rapid inclusion into the targeted language. Therefore, the missionaries do not need to use a common word but a word that possesses the attribute of rarity. Therefore, many of the words that are utilized among the Telugu are disqualified from the list of acceptable words. There appears to be a pattern developed concerning the usage of existing words in the Telugu language, such as, the word has to comply to all three laws of thought, the word must be able to evolve in the target language, it does not need to be a word that is confined to the targeted language, and it has to have the ability to be quickly absorbed into the targeted language.


Unity of Transliteration: When reading the New Testament, many individuals do not realize that the word "baptize" is not a translation from the Greek language but a transliteration of the Greek word "baptize." This idea of transliteration has been responsible for the misunderstanding of the rite of baptism because it was not translated from the host language but transliterated in order for the Church of England to continue sprinkling their members instead of immersing them in water for the act of baptism. Wehmeier, in Oxford advanced learner's dictionary of current English, gives the reader insight into the difference between translation and transliteration by stating that the dictionary meaning of translation is the process of changing something that is written or spoken into another language, whereas transliteration is to write or describe words or letters using letters of a different alphabet or language. I am convinced that the best route that the missionaries to the Telugu should take is to simply transliterate the word into the Telugu language from the host language in order to meet most of the demands for the stability of a word in a language. If they transliterate a word it will not be commonly used at first which will make its absorption rate faster, it will follow the dictates of the three laws of thought. These two concepts alone will permit the word to solidify itself in the targeted language during the process of time.

Conclusion

Missionaries are confronted with the idiosyncrasies of the targeted languages when they are assigned the task of making the message of the Gospel culturally sensitive. In the face of such a daunting task much thought has to be given to the exercise of "word transfer." In this paper I have succeeded in displaying the pros and cons of "word transfer" and has, through a logical progression, shown the preferable method to introduce the Christian concept of God into the Telugu language. I have also shown that the rules that apply to language acquisition still apply when one is looking for a target language understanding of the concept of God.

References

1. Baker encyclopedia of psychology & counseling (D.G. Benner & P. C. Hill, Ed.) (2nd ed.). Baker reference library. Grand Rapids, MI: Baker Books, 1999.
2. David, Ross Sir William Aristotle's Metaphysics (With Active Table of Contents) (Kindle Locations 1299-1300), 2011.
3. Greek-English lexicon of the New Testament: Based on semantic domains New York: United Bible Societies, 1996.
4. Pagel, Mark Atkinson, Quentin D. Meade, Andrew. Frequency of word use predicts rates of lexical evolution throughout Indo-European history, Nature, 9, 7.
5. The International Standard Bible Encyclopedia, Revised (G.W. Bromiley, Ed.). Wm.B. Eerdmans, 1988.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<h2>ELT TOWARDS HUMANIZING</h2>
<p>Shaik Fareeda Research Scholar, Department of English, K.L. Deemed to be University, Vaddeswaram, Guntur, Andhra Pradesh & T.G.T. English, A.P. Model School, Kondapuram, S.P.S.R. Nellore, Andhra Pradesh</p> <p>Dr. M. Latha Associate Professor, Department of English, K.L. Deemed to be University, Vaddeswaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The word "human" first comes from Dr. Gomes de Matos mentions a person who is a man with a value of values and applies them to his personal and professional life. In the heart of mankind, a kind of freedom-democracy talk-language is noticed. The author claimed that this democratic speech is important so that students can be allowed to speak through their possible points of view, learning can be easy. It is helpful that you interact with others and make yourself human. Furthermore, the paper is trying to convince the teachers that it is definitely a step ahead to have a politically clear vision among students and students.</i></p> <p>Keyword: ELT.</p>

Introduction

The purpose of honesty is the priority of students and teachers' desires in the world of meaningful action. Stevic recommends teachers take serious care of their students and what they are doing. He criticized that teachers must constantly evaluate, admire and stop blaming the students, but students must enable them to maintain their efficiency and their balance. This changes the ways of engaging in classroom work. Being human and having existence for others According to the quoted scriptures quoted in Latin, a different way is the basic form of humanity, "native-encounter". The encounter involves helping one another to see, hear, speak and enjoy each other. As Freire used the word, humanization is the desired relationship between students and teachers and finally all people. Relationship created on the basis of mutual trust and respect and the prevailing freedom of reasoning. Create for an investigation, in a different way, show sympathy; Otherwise, replace the Attachment and Humanization Teaching Block. You make yourself a man, because the freer is reasoning that we are busy in Praxis. The Praxis has a relationship and relationship between theory and practice between theorizing practice and theory studies. Frère warned that "nothing can be done without a blind act by having a cut off of simple verbalism from practice theory and separated from the principles". In Frey's philosophy, Praxis and Dialogue are closely related: The actual interaction presents a type of humanization propexis. If you want to create progeny mankind then there should be love of the world and other people in interactive dialogue.

The Philosophical Foundation of Humanistic Education

Humanist education has been shown from different perspectives. Gade makes a distinction between romantic, practical, and authoritarian views about humanity in such a variety of ways. Fondue humanists always claim that by touching their emotions and touching their inner nature, they will be encouraged to teach a more successful language. By this view, the language learns better if people have meaningful experiences. What is strange is that romantic humanist teachers always claim to be related to the whole person, but they often exclude many facets of

human life. It is a romantic tradition inspired by Russe's work that the essence of human being is a member of the community in the debate and action. Practical Humanism argues that "teachers must understand their motivation, attitude, reaction and cognitive ability and weakness-their psychology to respond most effectively to their students' needs". Accordingly, Gade claims, "This type of humanity can be a useful part of teacher's armour". This enables teachers to be sensitive to various diversity of public sector languages. According to strong thinking about humanity, it seems that instead of encouraging them to express their emotions, students are taught to use different areas of skill and bidding/writing style in the public sector, in which wide attention is focused on text organizations and grammar. These skills include how to give a speech etc.

ELT towards Humanizing

Educationally, the issue of humanitarianism in the field of English language education lies in Freyear's liberation education. What is proposed as an alternative to banking education is an open education that includes the process of humanizing the oppressed people. Humanity is politically unjust because it enables people who have been persecuted to ask questions about their condition and their status in society. To revive, the great humanist and historical work of oppressors is to liberate themselves and their oppressors. To make the oppressed people "more complete human", they need to fight on the basis of the body. With the same lines, the students' place of speech from their permanent place will definitely be a step towards humanitarian direction to the English language separatists.

According to Bartolom, teachers can guide teachers by talking about their genetic issues and working as a cultural consultant. Creating a context for learning to allow students to speak about their potential subjects, in which full-fledged learning strategies can empower themselves. Creative Positive, Supportive Learning as Gambling is the starting point for evaluating environment-students; however, if we put the highest priority to the educators, we must remove negative things. Working as a cultural consultant is not only for the culture of the students, but for the topics and discourse styles. In fact, keeping the fine, the teacher is a human being, if he has respected the rights and privileges of the students; Students have emphasized the power planned; and helps students to preserve their identity. Entirely, Bartolom shows two approaches in ELT humanization.

1. Cultural Responsibility The point of instruction is to create an academic situation, where teachers use the policy of learning and the culture of identifying and using the cultural methods of behaviour.
2. Strategic education means teaching the teaching methods clearly to students that enable them to be able to watch their own education. Education by graphic organizers: Graphic organizers are visible maps that show the structure and organization of content.

Humanism and Autonomy

Autonomy for Holake and Little is the ability to be taken after autonomy. This acquisition of autonomy plays in two different processes. The first of these is a gradual decoding process that can offend students from ideas like: an ideal method; The teacher has embraced that method; Knowledge of mother tongue is not to use another language; Experience gained as a learner of other subjects cannot be transferred; And he/she is unable to make any valid evaluation of performance. And secondly, it involves knowing how important it is to acquire knowledge and to take responsibility for education. Holeke says: learning through a parallel operation of these two processes will gradually reach independence from independence to independence, from an autonomous state to autonomous one.

Autonomy cannot be made without others. In fact, vigilars will show a very personal position due to claims of autonomy without social investment. Social participation without autonomy is simply optimization. Stress in autonomy and social investment is the main part of humanity. In fact, education supports people in their development. At the distance of human education, there is a tension between personal autonomous development and social change. Humanistic glance cannot make social changes without strong and serious autonomous people. Autonomy without embedding in social transformation is the pride of a person not to humanity's development.

Conclusion

As a teacher, we have tremendous strength in the classroom, but we must try to use an environment in which the students are not so afraid that they have never challenged us or they have failed to rebel. How teachers designed their curriculum and communicated with the students regulates these power relationships and determines the outcomes. To enhance classroom merchandise, most teachers try to provide a positive classroom environment, try to connect with each other for the convenience of learning, but such relationships avoid the competition in the classroom.

References

1. Gomes de Matos, F., 2008. Learning to communicate peacefully. In the encyclopedia of education.
2. Stevick, E.W. 1980. A Way and Ways. Rowley, Mass: Newbury House
3. Latini, T.F., 200). Nonviolent communication: A humanizing ecclesial and educational practice, JE & CB, 13(1): 19-31.
4. Bartolome, L.I., 1994. Beyond the methods fetish: Towards a humanizing pedagogy. Harvard Educational Review, 64(2): 173-194
5. Veugelers, W., 2011. Education and humanism: Linking autonomy and humanism. Boston: Sense Publishers.
6. Hall, G., 2011. Exploring English language teaching language in action. London: Rutledge.


 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TRANSLATION AS AN ENDEAVOUR AT LOCALIZATION IN <i>HAPPY DREAMS</i> BY NICKY HARMAN</p>
<p>Syam Prasad Reddy, T. Ph.D. Scholar in English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. Sharada Allamneni Professor of English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Translations inform unique identities by exemplifying the Self and the other in situations that may acquaint one to a strange notion of people that one may never even think of meeting. Speaking of the whole enterprise of translation, Nawako Nakayasu while experimenting on Japanese Poetry says: ‘To present the thing as a translation, you have to repack it again in the new language and leave the reader to unpack it all over again for themselves’. Unpacking from the perspective of the reader is an important element while undertaking the project of translating a literary work. Sometimes certain translated works can become seminal, in the way they introduce new literary trends. For instance Gabriel García Márquez’s book Cien Años de Soledad (Translated by Gregory Rabassa as One Hundred Years of Solitude) laid the foundation for magical realism in English and as well as many other languages in the world. The book Happy Dreams (2017) is about a modern China originally written in Chinese by Jia Pingwa and later translated into English by Nicky Harman. Written in the genre of fantasy, the book comes in the wake of other popular Chinese fantasy novels like The Three Body Problem by Liu Cixin which secured the Hugo Award in 2015 and made history in Chinese fantasy writing.</i></p> <p>Keywords: Translation, Chinese Literature, English Literature, Jia Pingwa, Nicky Harman.</p>



Figure 1: Jia Pingwa

Jia Pingwa, the author was born in Dihua in 1952 of Shaanxi Province. He completed his graduation from Northwestern University in Xi’an. Jia is a highly acclaimed writer, noted for his contribution to contemporary Chinese literature. His works of fictions indicates that he is unafraid to speak of the struggles of common people which he depicts with great candour. For this reason one of his prestigious novels like Ruined Capital has been heavily censored by the communist regime and banned. But even then those pirated copies are on the run. This proves the literary prowess of Jia Pingwa in contemporary Chinese literature.



Figure 2: Nicky Harman

Nicky Harman is an UK based Chinese-to-English translator and also teaches at Imperial College, London. She is the co head of the Translators Association from the Society of Authors. She translates full-time right now from Chinese to English. Besides being a famous translator, she also does blogging and guest lecturing and conduct timely literary events. She has won Mao Tai Cup People's Literature Chinese-English translation prize in the year 2015.

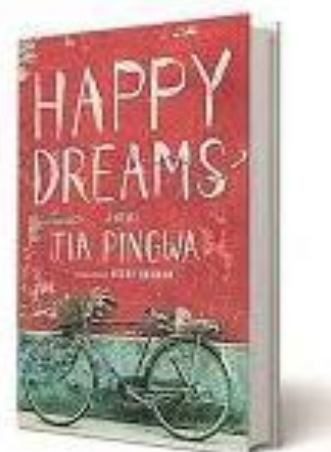


Figure 3: Happy Dreams Novel

Summary of Happy Dreams

Happy Dreams published in 2017 describes the life journey of a farmer Hawa Liu who struggles to find a girl to marry. To buy a house and gather additional resources required for marriage, Liu first sells his blood and then a kidney to get the money. After doing such sacrifices, Liu is still unable to find a woman. As there is a scarcity of marriageable women in his village, following the advice of the matchmaker, Liu decides to migrate to the city to earn money and find the best match later. Finally, Liu sets out from his village and migrates to the city, Xian in quest of a better life. He is joined by his intimate friend Wufu. Henceforth, Liu thinks of himself as “Happy Liu.” However, life in the city is quite tough and alienating. Earning his livelihood as a trash collector, he undergoes some testing situations. Inadvertently, he falls in love with a prostitute who shortly afterwards is arrested by the police. Happy Liu tries to bail her out of the prison and works even more hard to earn money. In the course of his struggles, doing backbreaking work in the unfriendly city, Happy Liu faces several challenges. The worst befalls on him, when his friend Wufu dies. Liu assumes the responsibility to take his dead body back to the village.



Figure 4: The City of X'ian

Translation and Localiazation

1. **Adaptation of Title for Localization:** The original name of the book by Pingua is “Hawa” which means “Happy”. But the name has been changed to “Happy Dreams” by Nicky Harman when she translated it into English. This is clearly a localization technique. In Chinese, Hawa could also mean both a noun and an adjective. But while translating into English, it cannot be just “Happy” as it becomes a blind translation. So Nicky Harman translated it localizing it to the English readers internationally. This is where Nicky Harman ends up with a qualitative adjective making the title of the book “Happy Dreams.” The word “Dreams” is not something a dream while we sleep but much more, it’s a word that encompasses desires, wishes, hope, better career and over all a better life.
 - 1.1. **Dialect:** The Chinese dialect when translated into English can miss some emotions that which are only suitable for Chinese language. Nicky Harman has to understand the history and the other meanings of a particular dialect.
 - 1.2. **Metaphors:** The book “Hawa” has many metaphors which also need to be translated into English. This provides an understanding of Chinese culture and its many nuances while reading and understanding the text in the English version.
 - 1.3. **Slang:** Yet another translation challenge is the “slang.” It is a daunting task to convey Chinese slang to international readers who read through the medium of Standard English.
2. **Cross Cultural Perspective:** Nicky Harman takes a bold step of translating in Happy Dreams the interior monologue as well as interpersonal dialogue between the various characters. Some of comprehension problems that readers encounter eventually get resolved by the end of the novel when the readers are able to gain a cross cultural perspective of Chinese in relation to the rest of the world.

Meeting the Market Demand

The biggest challenge that Harman felt while translating was to give a convincing voice for Liu in English. She took a couple of weeks to choose an appropriate word to describe Liu’s profession. She considered using the expression Glaswegian Binman but after two weeks of grappling with it, she finally decided to use the word “Trash Collector” so that it can be understood by an Indian, a Romanian or a Pakistani alike. Before translating the book, Nicky Harman watched the stage performance of Shakespeare’s “Much Ado about Nothing” which is set in Zapatista, Mexico. Despite a different milieu and locale, all the words in the drama were Shakespeare’s and the drama has worked successfully.

Translation of a literary work must satisfy the publisher as well. When one looks into the publishing background of the book *Happy Dreams* the publisher is a typical American. Hence, there are the three key stakeholders: The writer, Jia Pingua from China, Translator, Nicky Harman from UK and the publisher AmazonCrossing from America. Thus Translation is indeed a melting cauldron of different cultures.

Exercising the Poetic License

For Example,

In the novel ‘Happy Dreams’ Liu speaks: 我们... 快快活活每人多赚了五百元钱 (wonen kuai kuai huo huo mainen tu chalva u paine chian) it means: we... get a lot of money and earn 500 yuan per person. Harman has to translate this to “We’d been really chuffed to earn an extra five hundred yuan each.” Here she uses the word “chuffed” that sounds more relevant to the reader.

There are some words which keep recurring in Jia Pingua’s original text These words are actually used continuously to provide significance to qualitative adjectives like 快快活活, (kuai kuai huo huo). Nicky Harman also uses the word “Hey” quite frequently in many situations to convey the affirmative mood of the character when Liu is coping with the various adversities in his life.

For Harman, decoding of the novel from Chinese to English and encoding it again was a laborious task. Jia Pingwa has always said that the characters in the novel display certain sort of imagery. We come across “Huang Ba” in the novel as a trash collector. Here “Ba” means eighth child. But when Chinese reader tries to understand this, he may go into wrong understanding of “Huang Ba” as “Wang ba” which is an abusive word in Chinese. It is very difficult for Nicky Harman to reproduce such puns. Also Harman did not use surnames in the English translation and manages to change them somehow. For example, “Zhu” (pig) has been changed to “Mr.Gules.” Playing with different alternatives is the key to a good translation.



Figure 5: Chinese Text

While translating yet another word “Xi” in *Happy Dreams*, Harman had to make elaborate study of the culture of the city Xian in terms of people’s clothing, their homes, food style and even the furniture they used. Here are some of the comments that the translation received after lots of study and research on personal habits of Chinese. “Happy Liu is an unlikely hero, Chaplinesque, pretentious, engaging, obnoxious, honest, devious, foul-mouthed and tender.” (Pingua)


Conclusion

The whole translation from Chinese to English must thus attain a common goal from both the author and the reader's side. So the translator has to work on the theme of the novel that a rapid economic growth is affecting only a richer class and not the poor. If Liu could not become a man of the Xian city, is there any chance for the other villagers, who migrate with the dream of becoming a Xian man and enjoying a better standard of living.

The usage of English for the translation however, must create the feel of a local voice to the reader while simultaneously adhering to the conventions of Standard English. The use of "metaphors" "puns" and "slang" must be carefully decoded in a way that a regular reader of English anywhere in the world, irrespective of any culture gap could grasp positively and understand the goals of the novel. Care is to be taken to see that the meaning of the original text must not be missing in any form of translation. Nicky Harman has done commendable work and it is to her credit that she has presented a master piece in this translated novel, *Happy Dreams* she has indeed given a perfect rendition of the original Chinese text written by Jia Pingwa.

Bibliography

1. Pingwa, Jia. *Happy Dreams*. Trans. Nicky Harman. First. Amazon Crossings, 2017. "Happy Dreams by Jia Pingwa." Goodreads, Goodreads, 1 Oct. 2017.
2. "The Study and Translation of Chinese Literature in the West." *A Guide to Chinese Literature*, by Wilt Idema and Lloyd Haft, University of Michigan Press, ANN ARBOR, 1997, pp.61-70. JSTOR.
3. Ning, Wang. "Translating Journals into Chinese: Toward a Theoretical (Re)Construction of Chinese Critical Discourse." *New Literary History*, Vol. 36, No. 4, 2005, pp.649-659. JSTOR.
4. "Internationalism as a Culture of Translation: Anglophone Internationalist Magazines and Literary Translation." *Cosmopolitan Publics: Anglophone Print Culture in Semi-Colonial Shanghai*, by Shuang Shen, Rutgers University Press, New Brunswick; New Jersey: London, 2009, pp.95-134. JSTOR.
5. Fiction Book Review: *Happy Dreams* by Jia Pingwa, Trans. from the Chinese by Nicky Harman. AmazonCrossing, PublishersWeekly.com
6. "Washington Independent Review of Books." An Interview with Jill Santopolo. Washington Independent Review of Books.
7. Abrahamsen, Eric. "Nicky Harman." Paper Republic, paper-republic.org/nickyharman/ "Nicky Harman." The Guardian, Guardian News and Media.
8. "Chinese Author Jia Pingwa Presents at 8th APTIF." Chinese Author Jia Pingwa Presents at 8th APTIF.
9. "Theme for a Dream." The Indian Express, The Indian Express, 20th April, 2018, indianexpress.com/article/lifestyle/books/review-happy-dreams-jia-pingwa-5145669/

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>CHALLENGES FOR SECOND LANGUAGE TEACHERS IN TEACHING ENGLISH TO REGIONAL STUDENTS IN INDIA</p>
<p>A. Suresh Babu Assistant Professor of English, Training & Placement Cell, Vignans' University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. B. Karuna Associate Professor & Head, Department of English, Acharya Nagarjuna University, Guntur Andhra Pradesh</p>	<p>ABSTRACT <i>The main objective of this paper is to project challenges from the prospective of English language teachers' at the tertiary level. For this purpose, the study administered a survey questionnaire to collect data from the English language teachers at tertiary level. The study found that students' previous learning conditions at schooling and intermediate are major responsibility for their low linguistic competence followed by lack of exposure to the language after English class, traditional language teaching methods due to large class strength and lack of proper teacher training on teaching methodology. As a result, the present teachers have great challenges to enhance students' language skills.</i></p> <p>Keywords: <i>Linguistic Competence, Regional Medium, Second Language Learning, Teachers' and Learners' Challenges.</i></p>

Introduction

According to 1991 census over 10400 raw returned languages are derived from 1576 main languages spoken today across India and 21 modern regional languages are identified as official languages (cited in MHRD, 2016). Still English language out plays as a lingua franca since it was introduced by the British colonial 6 centuries ago. Being regional and language diversity in India, English language is vital in communication purpose, playing dominant role in administration and corporate sector as well a significant role in social life. The English language has become unavoidable in Indian education especially at higher education. And it has been recognized and enjoying status of first and second language status in India (NCERT, 2007).

Historical Evaluation of English Language in India

English language had arrived with Britishers as a colonial language. The language has had entered slowly into administrative purpose, it has changed its pace of evaluation later into education, now it becomes inherited to India and one of the Indian languages in social, cultural, official and administrative and for global dealing purpose. In 1765, English was introduced into Indian education, but yet the vernacular languages dominated their role in East Indian Company rule. In 1835, Lord Macaulay's minutes paved a way for English and in 1837 it was considered as an official language status in India. In Macaulay's (1835) clearly stated about the language "Minute on Indian Education" (1835): "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern a class of persons, Indian in blood and color, but English in taste, in opinions, in morals and in intellect".

Macaulay's minutes also sparked a row on his controversial statement considering English as superior to Sanskrit and Arabic. However, it also supported by Indian philosophers and activists like Raja Ram Mohan Roy and strongly implemented by Lord William Bentic and Lord Auckland who gave much importance to English language and school were promoted as colleges and enjoyed the East India Company aided fund. After independence, the first Prime Minister of India Jawahar Lal Nehru's a speech on August 7, 1959 (cited in S.K. Agrawala, 1977) declared that English as associate language because it can be seen as correspondent language

apart from Hindi. As India is a hub of Multilanguage and cultured and South Indians against to accept Hindi as an official language. As a result Nehru declared English as an alternative for non-Hindi speaking Indians. In 1966, The Indian Education Commission also recognized the importance of English and stated that:

“...The English should be the most useful library language ‘in higher education and our most significant window on the world’”. Now English has gained a momentum and been playing as first language as well as second language in education.

National Curriculum Framework (2005) as “English in India today is a symbol of people’s aspirations for quality in education and fuller participation in national and international life. The level of introduction of English has now become a matter of political response to peoples’ aspirations, rendering almost irrelevant academic debate on the merits of a very early introduction.” According to NCERT (2007), English language has been identified as a third language at school level and second language at intermediate level and medium of instruction at higher education. In addition it has been considered as a medium of instruction from the first class onwards in English Medium schools and colleges across India.

Review of Literature

A few studies did experimental study on challenges for ESL teachers at tertiary level. William & Rajak (2011) did a study on 400 intermediate first year students and administered a questionnaire regarding the challenges. The questionnaire consisted of 59 questions. The study found that students’ mother tongue dominance in their peer group and students’ habits like reading English Newspaper, watching news were very poor such kind of the students had more perceived problems than the students who exposed to reading and watching news in English. Another significant finding was students who were from rural background, language teacher is main resource and depend heavily to learn language. Pooja (2017), Tripathi (2014) and Arroji (2016) published articles as positional papers without empirical data or study. They listed some of the problems in teaching and learning English in Indian context. Some of them are; students lacked exposure to language after the class is major responsibility, incompetent and untrained language teachers, difficult to manage large class, lack of proper teaching material and ICT tools such as projector, computer, videos and audio-visual to attract and fasten the learning, very short period to impart the language, teaching mixed language learners, identifying English as a subject than language skill, students mother is dominant role through the classes, lack of interaction and personal attention, lack of students motivation towards the language and using traditional language teaching methods. Lado (1957) was the first person who identified students’ mother influence on targeted language and proposed contrastive analysis theory. Richards (2017) gathered experiences of language teachers and research scholars and rightly analyzed teachers language skill of introducing the tasks, linguistic competence and training are major challenges to successful ESL class room training. There are quite number challenges for ESL learners and teachers even today.

Research Problem and Research Question

At engineering graduation entry level, students are expected to have at least B1 (preliminary) language proficiency. They also need the language to speak confidently, write clearly and logically and comprehend a text and oral instruction of ESL and other content teachers. But in reality, most of the students do not possess expected language skills (Supatranont, 2005 & Cambridge English Language Assessment Report, 2016). In this regard, the present study explores the reasons for the students’ lower language skills and how they become

challenges for the tertiary teachers. The study tried to find answers for the following research question.

- What are the challenges for second language teacher to teach English language for regional medium students at tertiary level?

Research Methodology

Methodology refers systematic process to collect the data. Seligar & Shohamy (1989:137) rightly said “experimental research is carefully constructed so that variables can be controlled and manipulated.” The study had collected the data quantitatively using survey type questions expected answers are on Likert scale. For this purpose, the researcher had used Google form questionnaire to research out various teachers who are teaching at tertiary level at the time of the study.

Teacher Questionnaire

As Seligar & Shohamy (1989:172) stated that “...since they are usually given to all subjects of the research at exactly the same time, the data are more accurate.” In this study the teacher questionnaire is the main tool to collect data which consists of 5 questions. Question 1, 2 & 5 seek direct answers and no 3 and 4 are probing questions with 5 multiple choices. The questionnaire is designed with objective of collecting challenges for the ESL teachers like present linguistic competence of the students, previous study background and reasons for students low language competence and students barriers.

Google Form

The researchers had used Google form as a questionnaire to reach the teachers quickly and cost effective within time frame. The form also gives immediate quantitative analysis for the responses. It is more convenient and reliable data at jet speed data gathering in cost effective manner.

Sample

The sample consisted of English teachers at VFSTR Deemed to be University; it also collected data from three teachers who are working at various engineering colleges across Andhra Pradesh and Telangana Telugu speaking states. The teachers who are from VFSTR University have an idea about CEFR scaling in language assessment. Majority of them are qualified PET and BEC-Vantage level speaking examiners of Cambridge English exams. The teachers' qualifications have become a significant role to consider authentication of the responses and reflects genuine information. The researchers sent Google form questionnaire to 16 teachers but received only 10.

Major Findings of the Study

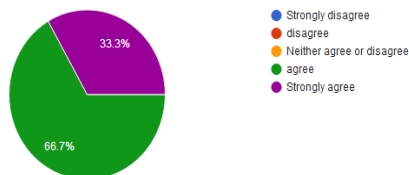
The study had analyzed responses for the five limited questions.

Question 1 & 2: What is average percentage of your students in their English subject at 10th and +2? Do you think their high percentage in English at 10th and +2 are reflecting their actual language proficiency at present course?

The responses of the teachers' elucidate the students' marks in 10th and +2 levels. It revealed that the students' had average score of 75%-90% in their previous courses. Unfortunately, the marks are not substantiated present language proficiency of the students. They entered into engineering graduation with a flood of marks in English but without linguistic competence. 95% of the students were from so called English medium corporate schools and they study English as a medium of instruction as well as it is a second or third language at schooling and intermediate standards. The marks demonstrate that their rote learning instead of skill as

Amritavalli (2013:22) had rightly stated “...language learning is a process of knowledge building in the learner, not a product for knowledge transfer from the teacher. Incidentally, this understanding of what constitutes language teaching at school needs to inform the teaching of languages other than English”.

Chart-1 Responses of teachers to the Question 2.



Question 3: What reasons do you think which are major responsible for your students’ low linguistic competence?

The responses elucidates that previous academic courses are major responsible for the students language. It is an open fact that the students are spouted in previous schooling and plus2 factories instead learning environment. 83% of the teachers opined that students were encouraged to do route learning instead of practicing to enhance the language skills and colleges give less importance to language and their aim is to train the students to obtain a seat in reputed IITs or NITs and Engineering colleges across India. In this process, the schools and +2 colleges become factories to spill the students to obtain marks rather skill. Find the responses for the options of Route learning and less importance to English at 10th and +2.

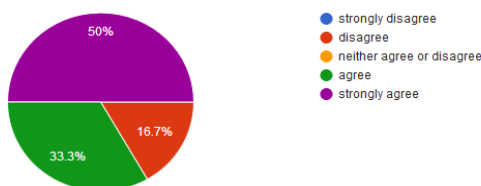
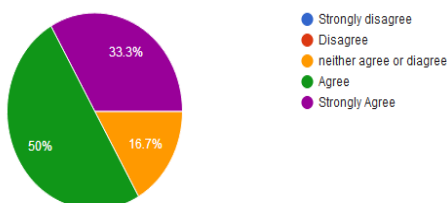


Chart-2

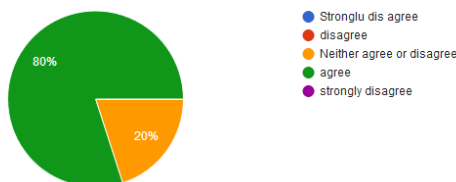
They also felt that lack of qualified and trained teachers also another major problem at schooling and +2 level education. As a result, the teachers follow traditional methods to teach language skills rather learner centered activities.

Question 4: What are the barriers for your students to enhance their language skills? Please tick appropriate options.

Though the students study in English medium but most of their communication happens in their mother tongue with their other subject teachers and peer groups. As a result, the students feel inferior to speak in English in English class. It is completely reverse scenario in case of the students who studied in CBSE syllabus and who are from cities. It was found that student’s socio cultural and their mother tongue also a significant impact on the students. Find the responses for socio-cultural background and Lack of exposure to language after the class and using mother tongue with peers.



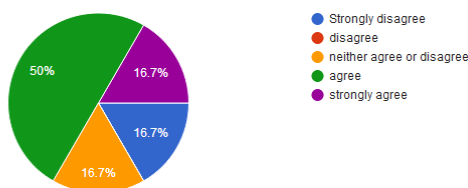
Due to their mother tongue influence in social gatherings, with peers and in the class; the students could not develop English language proficiency. Lack of proficiency, they also found difficulty in studying other subjects in English medium. In addition to mother tongue influence, their motivation towards language learning is low. Despite of knowing importance of English language for academic and professional career growth; the students’ motivation level is very low. Find the responses.



Question 5: Do you think introducing communicative/creative language tasks are difficult in your class due to large class strength?

Apart from their mother tongue influence, previous learning conditions and their low linguistic competence due to rote learning and unqualified teachers; the respondents accepted (66.7%) that large class room strength is a huge trembling block to implement communicative tasks, creative language activities and authentic language material in the class. in addition previous language learning environment also an obstacle for the present teachers. Due to large class about 60 to 70 of the teachers were coerced to follow lecture method. However the teachers also trying to use task based language activities in group and pairs.

The responses for this question are shown in chart-5.



The present teachers believe that if the students were provided better learning and teaching conditions and treating language as a skill instead of subject knowledge; the students would have good proficiency before their graduation level.

Limitation of the Study and Suggestions


- The study had collected a few (10) samples further large scale study need to confine the challenges for the ESL students through Telugu speaking states.
- The study administered only to the teachers at tertiary level and reflects their opinions but a study should carry out at schooling and +2 level.
- The study reflects the teachers’ opinions but did not collect students’ prospective.
- The study did not focus any experimental remedy for the challenges.

Conclusion

Although the study had collected limited (10) samples but it attempted to understand intensity of the problems experimentally from the ground level. With all findings, the study concludes schooling and +2 are recognized as a great platform to have basic linguistic competence at rather than at engineering graduation. Proper teacher training for the language teachers should be imparted to assist the teachers. To reduce mother tongue influence, the students need to develop reading and listening as a habit as well as other subject teachers should use instructions and explanation in English and reduce usage of mother tongue. As a result, it also helps the tertiary teachers to implement communicative language tasks in the class or English laboratory.

References

1. Amritavalli. (2013). An English for every schoolchild in India (pp.21-25): British Council. London. English Impact Report: Investigating English Language Learning Outcomes at the Primary School Level in Rural India Edited by Vivien Berry.
2. Pooja Kalia. (2017). English Language Teaching in India: Trends and Challenges. *International Journal of Engineering Applied Sciences and Technology*, 2(3), 33-37.
3. Language Policy Ministry of Higher (n.d). Retrieved from <http://mhrd.gov.in/language-education>
4. B. William Dharma & Rajak. (2011). Selvi Causes of Problems in Learning English as a Second Language as Perceived by Higher Secondary Students: *i-manager's Journal of English Language Teaching*, 1(4).
5. S.K. Agrawala. (1977). Jawaharlal Nehru and the Language Problem. *Journal of the Indian Law Institute*, 19(1), 44-67.
6. Indu Tripathi. (2014). English Teaching in Professional Courses: A Challenge in India; *MIT International Journal of Language & Literature*, 1(1).
7. Srinivas Arroji. (2016). Challenges of Teaching English Language in the Rural Context.
8. English at Work. (2016). Global analysis of language skills in the workplace. Retrieved from <https://www.qs.com/qs-global-employer-survey-2016-reveals-desirable-graduates>
9. Jack C. Richards (2017). Teaching English through English: Proficiency, Pedagogy and Performance. *RELC Journal*, 48(1), 7-30.
10. Supatranont, P. (2005). A comparison of the effects of the concordance-based and the conventional teaching methods on engineering students 'English vocabulary learning (Doctoral Dissertation, University of Chulalongkorn, Grand Palace, Thailand). Retrieved from www.arts.chula.ac.th/~ling/thesis/2548PhD-Pisamai.pdf
11. Lado, R. (1957). *Linguistics across cultures*. Ann Arbor, Michigan: University of Michigan Press.
12. Herbert W. Seliger & Elana Shohamy. (1989). *Second Language Research Methods*. London. OUP.
13. David Graddol. (2010). *English Next India, The future of English in India*. British Council.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>SOCIAL AND RELIGIOUS OPPRESSION OF WOMAN SYMBOLIZED IN VEIL</p>
<p>Dasari Suvarna Suni Vignana's Lara Institute of Technology and Science, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The muslim middle class family considers education unnecessary, even harmful for girls. So she fought for freedom for Muslim girls to educate themselves. Ismat Chughtai went to Aligarh Muslim University for teacher training. However, she and six other women had to lobby for admission and they were allowed to register only if they would sit inside Purdah, behind a curtain at the back of the class, a common practice in 1920's and 1930's in universities where Muslim women studied. She found customs and religions also are heavily loaded against women. She wrote about such subjects to show the misery caused by religious and sexual oppression to individuals and also to show the possibility of happiness for both men and women in equal relationships characterized by respect for mutual freedom. Homo sexual attractions in closed societies are also in her opinion the result of Purdah. Most important of the social evils are caused by unusual social and sexual repression of women in India. She makes women's' struggle for freedom and self expression dominant concern of her long and short fiction. Ismat Chughtai wrote Short Stories, novels and political essays. She explores human relationships, their joys and sorrows, their loves and hates against the background of the larger social world and its changing environment.</i></p> <p>Keywords: <i>Purdah, Sexual Oppression, Homo Sexual Attraction.</i></p>

Ismat Chughtai is born in 1915 in Uttar Pradesh at a place called Badaun, associated with the memory of Gautama Buddha. She was the youngest of six brothers and four sisters of an upper middle class Muslim family. Despite of her elite background and the freedom she has managed to win for herself at home, she has to fight for her education. The Muslim middle class family considers education unnecessary, even harmful for girls. So she fought for freedom for Muslim girls to educate themselves. Ismat Chughtai went to Aligarh Muslim University for teacher training. However, she and six other women had to lobby for admission and they were allowed to register only if they would sit inside Purdah, behind a curtain at the back of the class, a common practice in 1920's and 1930's in universities where Muslim women studied. Burqa had double purpose then.

The burqa serves to make some women feel safe and secure as strangers do not gawk at their beautiful feminine form. Yet a burqa also makes women feel invisible as nobody greets her nor recognizes her in the streets. The role of the burqa further points out the complexity of the role of women, as it serves to liberate and inhibit women in its own accord.

She was considered as an inimitable writer of Urdu fiction as she had dealt with so many feminist issues that no other Urdu fiction writer had approached women's questions with the same degree of sensitivity and concern. In the early 1930's she started writing in secret about

women's lives and daily experiences. She kept her writings hidden at a time when the voices of women writers were still muffled and any attempt on their part to write literature was viewed as an intellectual vagrancy.

Ismat Chughtai's famous Urdu novel *Terhi Lakir* was published in 1943 and its English translation done by Tahira Naqvi, a translator, academic and fiction writer herself, came out in 1995. The novel deals with life of Shaman from early childhood, adolescence and youth focusing on social and sexual conflicts of the girl until she settles in life accepting her sexual identity. As in her other work Chughtai boldly explores the inner world of her protagonist from the psychological standpoint. Her main preoccupation in her long and short fiction is with how social and religious oppression of woman symbolized in veil can ruin women's lives and also effect men's lives in harmful ways.

In her view sexual oppression can result in social and cultural conflicts and harm individuals. Tahira Naqvi, the English translator of *The Crooked Line* finds interesting parallels between this novel and the famous French feminist philosopher Simone de Beauvoir's *The Second Sex*.

As a matter of fact, there are certain portions in Chughtai's novel that seem to be fictionalized prefiguration of Beauvoir's description and analysis of childhood playacting and fantasy; it seems as if Chughtai and Beauvoir were drawing on a common source. In both works, feminine experience is explored from childhood through puberty and adolescence to womanhood, these being the stages in the development of a sense of self that finally results in an acceptance of sexual impulses and subsequently leads to the awareness of sexual identity.

It deals with how a woman is underpowered in man's world and is unable to govern her own destiny. She exposes the social cultural conflicts and the psycho sexual determinants that govern the development of female consciousness. Ismat Chughtai boldly explores women's lives from a psychological standpoint and the practice is initiated by her in Urdu. There are certain portions in Chughtai's novel that almost seem to be fictionalized dramatization of Beauvoir's description and analysis of childhood play acting and fantasy.

The Crooked Line is an energetic work of a stupendous, expansive imagination blending memories and desires, history and psychology. It is coupled with vivid and colorful description, character portrayal with a minimum of brush strokes, and ironic humor that sometimes borders on the black. The narrative largely draws upon the Ismat's own life, but it also moves beyond it and in a way not dissimilar creates myths that are relevant to twentieth century. As Tahira Naqvi points out in her introduction to the novel:

Most of Chughtai's work is openly autobiographical in nature, sometimes to such an extent that it is difficult to know where autobiography ends and fiction begins.

Ismat Chughtai often describes lives of Muslim women before the fifties with some exceptions. She tended to emphasize formal experimentation and concentrated on simple narrative structures, often using faceless first or third person narrators. Most often, she approached her narrative through an undistinguished first person narrator.

In contrast to her contemporaries, she used a distinctive language, often infusing the narrative with wit, liveliness, and vocabulary characteristic of the Baghmati Urdu of the arena she depicts, largely secluded society of women. Ismat's fiction is anything but narrow rather it

provides a unique view of such human universals as the price of social acceptance, and the fate of lovers attempting to cross social boundaries. The consequences of selfishness and greed, the tension between religious credulity and skepticism, and the capacity of human beings for both self delusion and self- sacrifice are also her dominant concerns.

The Crooked Line must surely seem a curious novel. Its forty-four chapters are largely episodic and gallop from one event to another with little sense of the passage of time, and it is in the third person narration. The structuring of the novel falls into three phases. All the phases together depict the gradually broadening social milieus of women of Ismat's class in the early 20th century.

The first phase deals with the childhood experiences of Shaman. The action of the novel occurs primarily at home in a largely female society. For Shaman whose actual name is Shamshad, the most important relationships are with females; her wet nurse, her sister Manjhu, Bari Apa and her school teacher Miss Charan and her female friends at school. Within this realm, which is almost entirely Middle class Muslim families, emotional relationships are dominant. Shamshad's rebellion against these women and the expectations they hold for her behavior through the attachment to them is the most vigorous part of the novel.

The second phase focuses on Shamshad's experiences in college; she encounters a mixed gender society and learns to relate to men, although in the restricted ways allowed at the time. She also learns about other ethnic groups, developing a friendship with a Hindu family. She also begins a lifelong friendship with her Christian friend Alma including a romantic infatuation with another friend prema's father. Although the novel provides little sense of Shamshad's intellectual development this phase does depict her growth of her political awareness and enthusiastic participation in the independence movement.

In the third phase, Shamshad enters the colonial environment, becoming the headmistress of a national school and interacting with government officials despite her deeper involvement in the nationalist movement. She meets and marries an Irish man and thus encounters at a personal level the communal antagonisms and tensions of the colonial experience. Throughout Shamshad's rebelliousness, discomfort and unwillingness to accept the behavioral expectations of any group suggest how difficult these transitions and changes were for her and her contemporary women. The ambiguous ending of the novel in which Shaman's husband has gone off on a dangerous mission just when she is pregnant, reflect Ismat's uncertainty as to the direction these changes are leading her and by extension, her society. It is not merely the depiction of a single woman's experience; the novel thus provides a pattern for much of twentieth century India's social changes with these women's life providing a perspective.

The novel deals with the growth and development of Shamshad who is called by everyone Shaman. She is a wild and rebellious girl since childhood who tries to come to grips with some elemental human passions on her own terms. Since she is born as the undesirable tenth child of her parents, she is treated with utter indifference by her extended family. Due to her boisterous nature, they regard her as a positive threat to their accepted notions of decency and respectability. Shaman is drawn to the earth, the soil and the ugly, as though by an inescapable force:

She wished she could take all of the world's mud and collect it under her tongue, mix it with her spittle and then let the viscous curds glide down her throat. She hurled fistfuls of sand in the air, rolled on the ground and rubbed her cheeks on the cool mud. Her body arched like a fishing rod and she was consumed with a

desire to pierce her way into the bowels of the earth.

Such ways of her are evidence of Shaman's wild and unbridled nature and naturally they prove threatening to her gentle extended family. She gets tape worms in her belly and develops a taste for eating and playing with soil. Though she is cured of it, she exhibits the above wild behavior when her favorite sister gets married and goes away making her extremely lonely.

Shaman describes the beauty of women in Hindustan of earlier times in glowing romantic terms. But the removal of the veil from faces has also lifted the veil from the eyes. Modern women have been cheated of the romantic aura and protection the veil provided. Shaman starts wearing purdah. She refuses to talk with men because she is in Purdah. Shaman is seen being disillusioned with several types' ideas, betrayals and readily experimenting with new ideas with equal enthusiasm. Shaman is overcome by an indiscernible feeling of loneliness. One of the Shaman's friends is a Christian whose name is Alma. Alma is sent out of the hostel for misbehavior and flirtation with boys. Shaman watches her friend face many troubles because of her fickleness and wild character. Shaman warns herself:


Shaman was proud of her open-mindedness but before we
become open-minded we have to change our habits. Shaman
pulled herself together.

Alma who is an Anglo Indian introduces Shaman to an Irish friend of hers by name Simon de Taylor who visits India to attend a conference. Being lonely Shaman is drawn to Taylor. The relationship grows passionate and Taylor proposes marriage to her. At this point she reflects on the purdah she started wearing after Noori's marriage and discards it again. She accepts Taylor's proposal and marries him. However the last sections lack the convincing power of authentic experience. Chughtai's special talent usually lies in creating lived experience which seems to falter here. Similarly, Shaman's encounter with Taylor, the Irishman, her paranoia about all white-skinned people, leading to endless arguments with Taylor, and later her marriage with him and its consequent complications are done without her usual force and zest.

Thus Chughtai deals with the social and sexual oppression of women in households in a number of tragic, ironic, satirical, comic and even hilarious stories. She has keen power of observation. Through minutest details of every day experience and a fresh outlook, she recreates the atmosphere of claustrophobic homes, ordinary households teaming with women, mothers, aunts, children and a happy home reined by a street woman. The kind of experiences she creates through bold and deft strokes are not created by any other women writers of India in 1940's and 50's.

References

1. Chughtai, Ismat. 2006. *The Crooked Line*. Trans. Tahira Naqvi. New Delhi: Women Unlimited.
2. *Lifting the Veil*. Trans. M.Asaduddin. 2001. New Delhi: Penguin Books.
3. *The Quilt*. Trans. Tahira Naqvi. 1990. New Delhi: Kali for Women.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>THE CONCEPTUALIZATION OF NEW WOMEN IN THE SELECTED NOVELS OF NAYANTARA SAHGAL</p>
<p>G. Nageswara Rao Research Scholar & Assistant Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. G. Mohanacharyulu Associate Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Social change is an inevitable phenomenon of every society as social conditions never remain static. Social change whether it comes through legislation or by revolution indicates the change in accepted modes of life or perhaps a better life. The changing pattern has a great impact on the lives of people and on the society. Society must keep pace with the changing socio-economic trends, and political movements, while at the same time preserving necessary balance between individual rights and responsibilities. Thus, modern society provides a potential force for the attainment of a progressive social change. The exalted status of Indian women in ancient days suffered a setback in the medieval period. Social, political and economic factors played a vital role in their suppression. Social inhibitions and discriminatory practices against them continued to exist during the 'enlightened' and 'civilised' imperial rule. Nayantara Sahgal portrays 'new women' through her characters and their protest, who finally become able to break the traditional codes or to grow strong enough to break the silence. Sahgal strongly implores for a real change in the condition of women for being a toy in the hands of man to become a strong partner in life with equal rights and dignity. This paper discusses the challenges faced by the women in patriarchal society who value chastity, acceptance and compromise and are finally feel the necessity to break the tradition, cross the age-old formidable boundaries and setup a life of their own.</i></p> <p>Keywords: Patriarchal Society, Suppression, Women Rights.</p>

Nayantara Sahgal has started her writings before the feminist movement is launched in the 60s, yet she independently takes up the issues concerning women which are becoming major issues in the feminist movement. She has made a systematic effort to demolish deeply ingrained attitudes towards women, before indicating ways in which new image can be formulated. Sahgal, in her novels, portrays women their anger or protest, and who finally have become able to break the traditional codes and grow strong enough to break the silence. Sahgal strongly implores for a real change in the condition of women for being a toy in the hands of man for becoming a strong partner in life with equal rights and dignity. The women who value chastity, acceptance and compromise are finally feeling necessary to break the tradition, cross the age-old formidable boundaries and setup a life of their own. Sahgal also depicts women who are not only deeply aware of their emotional needs but also fervently strive self- fulfillment. These women show courage of rejecting orthodox traditional social setup in favor of liberal and unconventional ways of life.

As a women novelist, Sahgal recognizes that her primary obligation is that of advocating the emancipation of women. She vividly describes how women are exploited even during the modern times by both the individual and the society. She also finds out a slow and gradual deviation from the stereotype of the virtuous women to redefine virtue. She condemns self-

immolation and suffering, and a point out the virtue of modern women is “courage which is a willingness to risk the unknown and to face the consequences”.

In the novels of Nayantara Sahgal we find that women characters are mostly with good education background in conflict with a patriarchal society and depict their struggle to pop out of their shells. It is because of much of imbroglio and chaos in a patriarchal society issues from the mis-constructed implications of man-woman relationships in marriage which as a socio-cultural phenomenon is emptied of its sacramental value if it is exploited by man as a power dividing device in a bid to justify his male hegemony. The marital discord comes from the dualism of the moral code which man has evolved in course of history to seek self-gratification and impose upon his womenfolk the compulsion of surrender and effacement of their individuality as human beings. Sahgal herself states:

“The new woman does the opposite. No more sati, she is determined to live, and to live in self-respect. Her virtue is courage, which is a willingness to risk the unknown and to face the consequences.” (1989, No.83-84)

In view of Sahgal modern marriage is not an important religious ceremony; it is beyond caste, creed and race. It is based on love, mutual understanding and defies the traditional concept of marriage that is arranged by parents in the same caste. So, marriage in the modern society is fixed by woman of her choice not by God as it was thought in the traditional Indian society.

Self-fulfillment, happiness and love are the main principles of a modern marriage. To be loved by man is the most wanted desire of a woman in modern marriage. In the novel *The Day in Shadow* we can find this modern marriage between Simrit and Som. Simrit never believes in arranged marriage. She marries with Som, a businessman, against the will of her Brahmin parents. Although, Simrit is a Brahmin girl and Som is Punjabi, the caste of both is not same but still she gets married to him as she loves him deeply. It happens only because she sees her complete happiness with him. That’s why she marries with Som and gets satisfaction in her marriage that is arranged by her. But after sometime, when she gets disillusionment with Som she remains unhappy with him and ultimately takes divorce from her husband even after seventeen years of her married life. After the divorce she plans to marry Raj, who is a converted Christian. Her decision to marry with Raj for the second time also shows her rejection of caste and religion factor completely that works in a traditional marriage and confirms the modern outlook of marriage that depends on love and proper harmony between partners. Thus, she defies all the norms, conventions and customs of a traditional marriage.

Sahgal has shown through the women characters in her novels that if some accept the traditional stereotyped ungrudgingly adhering to the ideals of ‘Pativrata dharmam’ and bear all shades of experiences silently as a portrait of art in an art gallery. There are some others characters who are aware of their individuality and refuse to submit to such conditioning factors of victimization and do not hesitate to seek self-expression outside the bond of marital fidelity. These women present themselves as models of fearless, articulate, self-assertive, self-respecting women who accepted that feminine role with equal-measure of understanding and pride. They believe in the equality of women in marriage.

Marital relationships are established with explicit purpose of providing companionship to each other. However, the element of companionship is sadly missing in the relationship between Rashmi and Dalip in the Novel *This Time of Morning*. She has been a victim of wrong marriage but unlike Maya and Kusum she does not confine herself to the cult of domesticity assigned to a ‘virtuous woman’ rather she seeks separation from her husband to fully realise her identity as a human being. She married Dalip, but the marriage has turned to be a misalliance and since then

she has been living with her parents in Delhi to avoid clashes. Though Dalip's physical existence in the novel is peripheral, the novelist keeps the circumstances in the background under which they are married and the factors responsible for transforming the marriage into failure.

The marital ties are not dissolved; the formal divorce is not affected but Rashmi shows moral courage and takes a quick decision to go to her parents to evade the existing situation of suffering loneliness and incompatibility. The impact of the failure of marriage on her sensibility causes an emotional vacuum; life becomes a mechanical affair having no warmth of love. She has nourished no ill will against Dalip, perhaps she is well aware of her weakness as a woman, but the quarrels between them have landed her into an unpleasant situation where in the possibility of the resurrection of their togetherness is remote:

“I do not hate him, she had told herself wearily during the blank intervals between quarrels, I don't wish him harm, but he and I - she could not even think “we” any longer cannot go on together.” (2008, p.12)

During her moments of brooding over her predicament Rashmi is roused into consciousness how wrong marriages rob a woman of her natural looks and beauty. “How like prolonged starvation wrong marriage could be robbing luster defeating courage and will.” (2008, No.12) But there rises a spark deep within her heart to encourage her that all is not lost and there is nothing wrong to rise on her knees to re-harmonize her vision to live a life of significance:

“Away from it she was beginning to understand that a part of life, though destroyed, could be rebuilt and then go on, incredibly, as before, at least in bare outline.” (2008, No.12-13)

Rashmi is slowly grouping her way back to a life of emotional stability by finding comfort in the company of Rakesh, her childhood friend and playmate and then she turns to Neil Berensen, the chief architect of Gandhi Peace Institute to have a short affair to give free expression to her individuality.

But what sustains her courage and defeat and humiliation is the realization that a part of her own self which remains undamaged and unhurt can still make her live a life free from the compulsion and oppressive dictates of male chauvinism. Perhaps Rashmi, like her creator, is a victim of early marriage. There is no hint of bearing even a child. Looking back at her own matrimonial alliance, Sahgal regrets.

Rashmi - Neil Berensen episode constitutes an important part in the novel in regard to a modern woman, seeking a self-fulfillment outside marriage. Rashmi's frequent quarrels with her husband results in separation and since then she is living with her parents in Delhi. Rashmi never opened her heart to tell her parents what propelled her to initiate such a drastic step of severing relationship with her husband. Perhaps a little sharing of it would have saved the sordid situation, but the reality is shrouded.

Rashmi's relationship with Neil restores her faith in the healing power of love and friendship. She broods over the existing predicament the universe seems to be emptied of sensation. She is scarcely aware of her identity and therefore she decides to start her life a new finally dissolving her marital ties. Rashmi's observation underlines the need of marriage provided it has the right ingredients. That is man-woman relations in marriage can be made happy if the two have faith in each other's integrity and uphold the value of love and harmony.

Her dreams of marriage and collected marriage values disintegrate when she traces her husband is not sharing thing with her and thinks only as sex object. Indifference by her husband is attack on her marital status and therefore, she prefers to leave him not to stay with him any longer like traditional wife. As this thing we see in Saroj's case. She leaves her husband Inder

when she gets that there is no harmony with him. Saroj who has been brought up in the liberal atmosphere of freedom expects equality within marriage. She is greatly suppressed by her husband's violent reactions to a pre-marital affair she had in her college days. Inder is obsessed and cannot forgive this act of Saroj and constantly exploits her sense of innocence. It is ironical that Inder considers it to be a serious moral lapse while he himself carries an extra marital affair with his children's teacher Mara. Saroj becomes a victim of the male tyranny. Inder fails to maintain a genuine partnership with Saroj.

Saroj has grown in her personality through debates and discussions with Dubey. She has learnt the value of freedom from Dubey during their lonely walks. She is amused to hear him say, if chastity is so important and so well worth preserving, it would be easier to safe guard, it by keeping men in seclusion not women, for he believes that,

“The biological urge is supposed to be much stronger in men, so it is they who should be kept under restraint and not allowed to roam free to indulge their appetites.” (2002, p.105)

Saroj feels much relieved and freshened from the suffocation of the four walls of her house by going out for a walk with Vishal. She counts it to be a blessing of her life. When Inder forbids her to meet Vishal, she refuses to listen to him. It is at this stage that she rebels, and under stands the truth of failure of her marriage; she feels that there could be no hope of communication with Inder. Ultimately it is Vishal who takes the final decision for her. By leaving Inder, she says that she does not want to be a doll or a puppet but she will take decisions for her and affirm her being.

In *Mistaken Identity* the Rani of Vijaygarh presents modern concept of marriage as she breaks all boundaries and makes her own rules. She is out and out a rebel. She belongs to the age where women are expected to stay behind veil. She remains completely detached and isolated in her family mansion. She meets and faces a very subtle and inhuman form of exploitation. Exhibiting exemplary strength of character the women behind the veil breaks all ties with her husband, when he marries for the third time. She, like other female protagonists, is expected to conform to the ideals of subdued woman hood but her life lacks continuity and warmth. She feels isolated within her skin. So, she leaves her husband and meets Yusuf, it is as if she chooses to live again for the first time. In this relationship based on mutual love, mother feels needed, loved and cherished. It matters little that love has come her way late in life; it is well worth the wait. Yusuf is sensitive to her every need and to her longing, to be free with the elements.

She doesn't care for social recriminations when Bhushan's mother decides to leave Vijaygarh. What use has she for a husband like father who had been a husband only in name? She has no reason to care about society's reaction when it had coerced, controlled and dominated every aspect of her life. More significantly, she has no use for a society that had condoned and even cheered every callous, chauvinistic act of Father's.

In fact, her free spirit, her strong will, submitted to the demands of neither her husband nor the world. Jasbir Jain portrays her aptly in these words-

“She has always been a rebel. Her character has been one of restless questioning. She is a stronger person than her husband and refuses to accept his continued pursuit of pleasure and new ranees.” (1990, p.263)


Sahgal believes in marriage a “new humanism” and a “new morality”, according to which woman is not meant for a “sex object and glamour girl, fed on fake dreams of perpetual youth, lulled into passive role that requires no individual identity, but as man's equal and honoured partner.”

In this context Ram Krishan seems to us the mouthpiece of the novelist as he expresses her human outlook in his marriage. His relation with his wife is based on the principle of equality. For him treat her friend or companion not a slave to him.

Thus, in concept of new woman, Sahgal pleads for the new marital morality against traditional stereotyped marriage. Her new marital morality is based on mutual trust, proper harmony, consideration, generosity, and absence of presence, selfishness and self-centeredness. Her artistic vision is intensely moral with profound respect for the affirmative values of life.

Works Cited

1. Asha Choubey. 2002. The fictional milieu of Nayantara Sahgal: a feminist perspective, Classical Pub. Co.
2. Beauvoir, de Simone. "The Second Sex" (Trans. H.M. Parsley: 1949)
3. Jain, Jasbir. 1990. "Good bye to Realism. The Ending of Mistaken Identity", The New Indian Novel in English: A study of the 1980s, ed., Allied Pub., New Delhi.
4. Krishna Rao, A.V. Historical Consciousness in the Novels of Nayantara Sahgal. New Delhi: Prestige Books Ed. by R.K. Dhawan, Set II Vol. IV (1993).
5. Manikamma Nagindrappa & Radhika, M.K. 2013. Women Exploitation in Indian Modern Society. International Journal of Scientific and Research Publications, Vol. 3, Issue 2.
6. Nayantara Sahgal. 2016. Mistaken Identity. Harper Collins Publishers Pvt. Ltd., 6th ed.
7. Rev of Nayantara Sahgal. 1977. A study of Her Fiction and Nonfiction. The Journal of Indian Writing in English, Vol.5, No. 1, pp.70-72.
8. Sahgal Nayantara. 1989. Meet the Author. Indian Literature, 32, 129, 83-84.
9. Sahgal Nayantara. 2008. Storm in Chandigarh. Penguin Random House, India.
10. Sahgal Nayantara. 2008. This Time of Morning. Harper Collins Publishers Pvt. Ltd.
11. Sahgal, Nayantara. Women: Persons or Possessions. The Hindustan Times - Sunday, July 19, 1970.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>CULTURAL AND LINGUISTIC INTERVENTIONS: A STUDY ON THE TRANSLATIONAL POLITICS OF PREMCHAND'S "GODAN"</p>
<p>S.S. Ratna Prasad Kolli Research Scholar, Department of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh</p> <p>Dr. K.V. Divya Associate Professor of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>In order to understand Premchand's intrusion into the principle of bilingual i.e. Urdu and Hindi, one has to look to the writer's sense of under the impressions of translation. As a writer, one can place him at the centre of attention for the wide spread readers. It is also necessary corrective to the way as a Hindi and Urdu novelist, how he balanced two critical traditions in the equivocal linguistic manner. Keeping aside all the apprehension on him, this paper "Cultural Interventions: A Study on the Translational Politics of Premchand's 'Godan' throws light on his concerns with translations and his understandings of what the work of translation is helps the reader not only to understand the contours of the his language politics but also his responses to the developments taking place in post colonial India. His fiction is branded as anti communal in terms of sensitisation to the cultural viability of both Hindu and Muslim traditions. This made him in shifting the centre of gravity of North Indian publishing from Urdu to Hindi and its consequences for the communal politics of language. As a result, Premchand branded as 'Hindi Premchand and Urdu Premchand'.</i></p> <p>Keywords: <i>Intervention, Linguistic, Cultural Viability.</i></p>

Munshi Premchand's literary contribution to Indian Writing in English in general and Indian Writing in English Translation in particular is identified as a national confrontation and Gandhian self-discipline. As Urdu writer, Premchand revolutionised the language by discarding certain letter in Urdu and creating intellectual responses to the refining the language. There was heavy negative criticism on him for making certain modification at the linguistic, syntactical level at his own creative innovations in his fiction. Generally, North Indian genre of the Urdu literature is closely connected with the Ghazal tradition which language and music are strongly interwoven in conveying the meaning to the readers. Premchand at certain places of literary creation barred the boundaries of the Urdu ghazal tradition. Such discussions on Premchand literature focused on his poetic creation and fictional world in terms of cultural intervention.

The criticism made on his fiction is already complicated by certain important facts. As a writer of the frontline in Urdu and Hindi languages, he earned a reputation for his anti communal views which are highly sensitive to the cultural viability of the majority Hindu and Muslim traditions. In late Colonial situations, speaking against communal violence is emerged as a regular feature of the literature. As Trivedi rightly pointed out;

"The role played by Premchand in shifting the centre of gravity of North Indian literary publishing from Urdu to Hindi and its consequences for the communal politics of language, with the result that the Hindi Premchand and the Urdu Premchand have now almost completely different critical legacies" (1984:43)

The second one, Premchand's own ideas about translation as a translator make theorizing his translatability a complex problem, especially since he tended to ignore his own advice when it came to his translational practice. The third one is the most devastating legacies of partition has

been the separation of Urdu and Hindi into two separate literary traditions. In fact, Premchand's own brand of cultural nationalism which is interested in interrogating the corrosive effects of British colonialism on Indian thought makes the work of translating him as well as theorizing his views of cultural and linguistic interventions. So to understand Premchand's intervention into the bilingual literature impresses the critics under the sign of translation with intellectual concerns.

Godan, is measured Premchand's masterpiece, is a story of peasant India. It highlights the struggle between the peasant and the money-lender backed by various forces. It depicts an agricultural community with its hard work and simple pleasures, its exploitations and misery, its frustrations and hopes. Premchand's artistry and realism are at their best in the creation of some of the central characters, particularly that of Hori, who emerges as an immortal symbol of the Indian peasantry. Hori as well can be taken as a symbol of Premchand's own life. Though Premchand had a tendency toward idealization, this novel is realistic, controlled in form and disillusioned in spirit. Premchand brought it out of the world of dreamland and fantasy and introduced it to the realities of contemporary life. The princes and fairies gave way to ordinary men and women engaged in the struggle for existence. Premchand imparted to Urdu fiction originality, a sympathetic treatment and a social and political awareness. He depicted with stark realism the tragedy and pathos of rural India. He showed a deep sympathy for the masses in their misery and poverty, for he saw beneath their squalor a certain dignity and worth and regard for humanity. He was above all a realist and was chiefly interested in the living truth of the human race. With Premchand, Urdu fiction became a product of the soil.

When comes to the linguistic study of the work, there are three facts about Munshi Premchand's language and style which deserve to mention. The first one, he started his writing career not in Hindi but in Urdu. It was only after the ban on his *Soz-e-Vatan*, a collection of short stories in Urdu, by the British that he began writing in Hindi. Thus, his Hindi writing also has Urdu influences. Then after he started writing in Hindi, he also continued in writing in Urdu. Most of his works were published in both languages simultaneously, one of them being original writing and the other its translation by him or by someone else whom he commissioned. There is debate among scholars about whether *Godaan* was first written in Hindi or Urdu.

The narrator of *Godaan* is a heterodiegetic omniscient narrator. He directly enters in the narrative. For instance, he begins the story of the novel as a heterodiegetic omniscient narrator, but on the very first page he enters into the story and directly expresses his opinions and thoughts. This kind of shift is usually preserved in TLT (Target Language Text). But when the narrator becomes somewhat homodiegetic and addresses the readers and him with the pronoun "we", loss of meaning occurs because the TLTs do not reproduce the changed position of the narrator. For example, in the beginning of Chapter 18, the narrator speaks as if he is a character in the novel. He uses the pronoun "we" to address readers. But in the TLTs, no such change happens and they translates the personal address "we" as detached narrative words "but the fact" (TLT1:174) and "all that was evident" (TLT2:233).

Another characteristic feature of *Godaan*'s narrator is that, although he mostly maintains a higher position or a position of a judge over the characters, he is also affected by the happiness, pain and other events of their lives. At such moments, he either directly expresses his reaction of events as he does on the last page of the novel,

"Jo kuchh apane...pooraa na kar sake (320)",

or uses locative expressions like is, idhar, inhen, ye (324)

(This, hither, him, these in place of that, thither, him (distant), and those) which show his emotional involvement. At times, he is totally moved by the event and starts mentally

participating in it. One such instance in Godaan is the fire incident. In narrating the event, he seems so emotionally overwhelmed that he not only commits an error but also uses long figures of speeches, many aphorisms, alliterations, onomatopoeic words, homodiegetic locative expressions, allusions, repetitions, chiasmus, colloquial terms, and stylistic inversions. Both TLT1 and TLT2 translators fail in recreating narrative variance like this, at times because they do not preserve them, other times because there is no equivalent available in TL for SL expressions.

Premchand as a novelist is best understood personally and thematically interested in translation. The cultural debates on his novels are about the problems inherent in translation. The reader understands in the situations where certain cultural nationalism or anticolonial aesthetics are resistant to translation. There was a huge debate on courtesans and their relationship to an elite culture. A new group of modernist combined forces in order to remove the courtesans from Dalmandi in the hopes of improving the lives of the citizens of Kashi. A critical analysis of Godan highlights the symbolic violence that culminates from the intersection of axes of power such as caste, class, and religion. Patriarchy wields violence on individual by appealing to their code of honour. The basis of symbolic violence lies in the individual's need to obtain validation, and maintain her or his status within society. In Godan, the two greatest acts of symbolic violence are the act of giving dowry and the gift of a cow. Dowry comprises the gifts presented to the bride on her espousal. In a class-based cultural society, the status of the bride's family is measured according to the expense of the gift. Hori and Dhanias accrue a large amount of debt during the marriage of their eldest daughter, Sona. In their desire to maintain false prestige, they reject the prospective bridegroom's proposal of marriage without dowry.

Thus the novel "Godan" throws light on Hori's desire to own a cow - the Hindu symbol of prestige and prosperity. Godan comes to an end with Dhanias being forced to part with her meager earnings to appease Datadin over her inability to gift him a cow. The demand for a cow in charity is, in fact, put forth by her brother-in-law Heera. The villagers insist upon Heera's suggestion of gifting a cow to Datadin so that he can pray for the recovery of a gravely-ill Hori. The scene emphasizes the callousness inherent in the ideology of a caste and class driven society. They show a blatant disregard for the fact that Dhanias does not even have any money to pay the doctor's bill. They are only concerned with upholding social conventions. Hence Premchand's Godan is an amalgam of cultural and linguistic interventions and balanced two critical cultural traditions in a systematic manner.

Works Cited

1. Bassnett, S. & Lefevere, A. (Eds.) (1990). *Translation, history and culture*. London, UK Pinter.
2. Narang, Gopi Chand. (1991). *Urdu Language and Literature: Critical Perspectives*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Trivedi, Harish. (1984). The Urdu Premchand: The Hindi Premchand. *Jadavpur Journal of Comparative Literature*, 22:104.
4. Premchand Godan. (2012). Tr. by Jai Ratan and P Lal. Mumbai: Jaico Publishing House.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>IMPACT OF SOCIO-PSYCHOLOGICAL FACTORS ON ENGLISH SPEAKING ABILITIES OF ENGINEERING COURSES ASPIRANTS FROM RURAL FOUNDATION</p>
<p>Ramappadu Kakita Research Scholar, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh & Assistant Professor, Vignan's Institute of Information Technology (Autonomous), Visakhapatnam, Andhra Pradesh</p> <p>Dr. Vijayababu Palukuri Associate Professor, Division of English, Department of H&S, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>A socio-psychological factor plays a significant role in learning atmosphere. Students' academic and social background, parental influence, attitudes towards English particularly, impact of mother tongue, attitudes towards English language course. English speaking could be a language ability that's extremely excruciate by human psychology and social components. The researcher used the experimental method to capture all of development happened within the speaking class in natural setting and conjointly to measure the speaking difficulties encountered by students at Vignan's IIT (Autonomous). This analysis is associate investigation of influence of socio-psychological factors on English speaking abilities of a learner. It was consists of theoretical review, observations, and unstructured interviews. The mixture of rural and urban background students (20) have been participated. The speakers assume that they need to have smart level of English descriptive linguistics and vocabulary, due to they feel uncertain while speaking. Most of the issues were fear of creating mistakes, shy, hesitation, consequences, lack of confidence and shallowness in exploitation English so they typically mix their speaking with their natural language. The aim of this study is to return out with constructive recommendations for students, parents and educationists so as to enhance the processes of teaching and learning to impart speaking skills in English.</i></p> <p>Keywords: <i>Socio-Psychological Factors, Speaking Difficulties, Fear of Mistakes.</i></p>

1. Introduction

Speaking is an important skill in teaching and learning a foreign language and it is considered as the most important skill which deserves a strong attention especially for attempting and carrying out the other skills such as listening, reading, and writing. Speaking is one of the four abilities which need extraordinary consideration, particularly in second dialect classes, since it is seen as the most troublesome inclination to be secured or instructed. Despite the attention given to speaking as skill in English as second language classes, one of the most widespread problems among learners is that most of the ESL learners do not use English in the classrooms, and this makes their level in speaking English very poor and performance quite unsatisfactory. Of course, all of the ESL learners want to speak fluently but some of them cannot because of socio-psychological problems that they face in speaking. Those understudies can conquer issues with the help of trainers or teachers, who utilize certain methods in showing oral-articulation, for example, discourse, acting, role play, bunch work, meeting, and exchange. Researchers such as Jeremy Harmer (2001), Penny Ur (2000) and others suggest that students who possess fluency practice and discussions inside classrooms they can develop their skills. Through the present research, the plan to display the socio-psychological troubles, that impede the fresher from participating in oral presentations. The points behind this examination are: to demonstrate the significance of speaking aptitude in the ESL classes, to reveal some insight into the principle

social and psychological issues that upset ESL learners to speak fluently and how can they overcome those problems with the facilitate of educators. The most of us may not possess the natural ability to comfortably and eloquently speak to an audience, like many other skills, speaking can be practiced and improved. In fact, many talented public speakers readily admit that they were not experts in the beginning, but rather that they endeavored to sharpen their aptitude over time. Such obstructions to correspondence may include mental components like misperception, stretch, separating, doubt, stresses, and individuals' perspective will affect correspondence with others, social hindrances exemplify a social mental improvement of congruity, a technique amid which the standards, qualities, and practices of an individual start to pursue those of the more extensive bunch.

2. Methodology

In this research work, discussions made on the core psychological problems those are responsible for hindrances first year students' successful speaking skill at Vignan's IIT (Autonomous), Visakhapatnam. Information accumulation included questionnaire, semi-organized meetings and ongoing perceptions. Information from questionnaire and maintenance of research journal is one asset to record observations and reflections. The analysis was consisted of theoretical review, observations, and unstructured interviews. Blends of qualitative and quantitative strategies are adjusted to do analysis and involvement of research participants including 20 aged 17-19 years, teachers, and other staff to complete the task effectively. Planning of task went on for 150 minutes once per week and an aggregate of eight sessions spreading over more than two months.

3. Statement of the Problem

Speaking is one of the four skills which require special attention once learning a second language as a result of it's thought-about the foremost vital skill. The aim of this study is to concentrate on the difficulties that the ESL learners face in speaking in English; particular focus on the influence of social and psychological issues. Incompetence among young aspirants from rural foundations could be a vital challenge because of the dearth of fascinating speaking skills in English to speak with others at the private, educational and skilled context, due to low socio-economic factors, social customs and conditions, social perceptions, psychological factors each individual and therefore the group at home and educational setting. Majority of individuals living in villages haven't understood the importance of education and skill sets. Students in rural areas less exposed to the surface world and additionally lack information concerning the currents problems that happen.

3.1. Aim of the Research

It is to show the importance of speaking skill in English, and find out a strategic plan to overcome the main psychological problems that hinder learners to speak fluently.

3.2. Research Questions

1. What are the social and psychological problems that generally learners face to speaking in English?
2. How learners can overcome these difficulties?
3. What are the teaching techniques that should be implemented in teaching and learning experience to overcome these problems?

3.3. Hypotheses

1. The Socio-psychological factors that are having the greatest influence and hinders learners in speaking skill in English.

2. The systematic and planned learning activities would be a great learning experience to overcome the speaking difficulties in English.
3. The learners can get rid of these difficulties by blended speaking activities, with the help of peer and teachers.

4. Factors of Low Performance among Students in Rural Areas

Imagine walking into a room full of people who are speaking a language that you don't understand. How would you feel? Would it make you anxious? Would you feel lost? There are many factors that contribute to the differences of performance between students in rural and urban areas.

4.1. The Psychological Factors

The psychological factor truly impacts antagonistically the understudies' English talking execution. Most of the understudies envision that they haven't had a good measurement of English vocabulary and sentence structure; they are questionable while conveying in English. A huge segment of the issues was Fear of submitting mistakes, feeling hesitant and faltering, fear of results, and the speaker will have absence of inspiration and shallowness in misuse English. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

4.1.1. The Fear of Making Mistakes in Speaking English: Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, Azeem, & Dogar 2011).

4.1.2. Feeling Shy and Hesitation: Committing errors is a piece of life. However, committing errors before a group of people frequently brings a feeling of shame. Shame happens when you trust that others consider you to be a trick, idiotic, or not significant. To say it basically, humiliation is a sentiment of dismissal.

4.1.3. Fear of Consequences: Speaker being 'judged' by others, particularly teachers, as lacking in ability or insight because of a poor public presentation. At least with an essay mistakes can be made in private!. We may worry that we will forget what we wanted to say, and will stumble over our words, will say the 'wrong' thing, etc.

4.1.4. Promoting Motivation is a Dilemma: Motivation can influence and be influenced by the components of language learning. Harmer (2001, p.51) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Absence of inspiration is one of the major mental issues that numerous understudies look in talking in English. Thus, without motivation learners will almost all the time fail to make the necessary efforts? Thus the majority of students think that it's difficult to manage it in light of the absence of inspiration atmosphere.

4.1.5. Emotions: Speaking may be troublesome for several reasons, maybe sensitive emotions are being mentioned. Speaking a distinct language will create this even more difficult. Words are being thrown out like developmental delay, psychological feature ability, diagnosis, contained setting, and inclusive setting. Generally, negative emotions have an effect on students' motivation and a spotlight.

5. Strategies to Promote Morale of Learner towards Acquiring Effective Speaking Skills: Context and Participation

"Education is proving to be effective instrument that can raise students' self-belief, forethought, self-esteem and self-efficacy. Students that lives in undeveloped village must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success" - The Annual Status of Education Report (ASER, 2018). Ways

to deal with the difficulties of speaking English among rural students should be discussed in order to overcome the difficulties.

5.1. Society is the Learning Experience - Language Needs A Context

The student needs a setting in which to talk a dialect. Numerous understudies, who are bilingual won't talk back to their parents; they will utilize their primary language dialect. The dialect should be learned inside a social and a phonetic setting and is best learned in its normal frame: through exchanges, discussions, and stories among societal cooperation.

5.2. Parents are the First Teachers

While the instructors assume their job at a school, Parents should assume their jobs at home. Parents ought to acknowledge how essential of training to their tyke and their future. Parents can generally get some information about their learning progress and went with them amid their work.

5.3. Teachers are the Role Models

The instructor is an essential power in learning. Educators additionally one of the sources that can help in conquers the issue of low execution among provincial students. The good relationship between students and teacher also good in order to improve students' performance where when teachers are close with the students, they will feel easy and not shy to ask anything that they do not understand. The teacher can really hear them talk and react to them. And furthermore make diversions and exercises in which the student needs to utilize English so as to get what they need and take an interest in the action. English winds up fun; it's not overwhelming. Students are mindful and they are imaginative; they don't talk their primary language by just rehashing what they have heard. They are examining the info and turning out with imaginative and unique sentences. We like to see this occurrence through our diversions and through what we are improving the situation powerful talking in English.

5.4. Official can make this Happen

Government bodies have to play a role in improving educational outcomes for rural students. They should provide enough facilities to the educational institutions that located in rural areas. Facilities that were provided must be fair and equal treatment should be given to rural schools. In addition, best educators also should be placed in rural schools because they can help students to improve their performance. Good teachers will produce good students.

5.5. Consider the Learner as the Key Element

The students itself should realize the importance of education in their future lives. If they want a better life in the future they must strive hard to get a good performance. Usually, students at rural area do not care about the skills and most of them dropouts. This is because they do not have motivation in their study and their parents also did not care about their performance.

6. Result

Results have been reported that "rural learners generally encounter difficulties developing communicative competence. Effective speaking skills not only help students to improve their academic performance but increase their employment options, enhance their subsequent professional competence, and improve their personal effectiveness. Total 20 statements are framed. The statements are based on the speaker perception on society, parents, family, peer, teacher and self. The analysis was consisted of theoretical review, observations, and unstructured interviews. Blends of qualitative and quantitative strategies are adjusted to do analysis and involvement of research participants including 20 aged 17-19 years, teachers, and other staff to complete the task effectively. Planning of task went on for 150 minutes once per week and an aggregate of eight sessions spreading over more than two months.

6.1. Psycho-Emotional Influence on Speaker

34% of the participants have completely agreed to the statements on the psychological influences on them and 32% of them are partially agreed, where as only 6% participants unable to decide on the statements. 22% of participants are completely disagreeing and 6% are partially disagreeing to the statements. Participants who accept the self or psycho-emotional influence works on them are 66% whereas only 28% not accepted.

7. Some of the Tips can be followed to Enhance Speaking Skills

7.1. Speak slowly and clearly and Ask for Clarification and be patience

In the event that you don't comprehend what is being said doesn't delay to request that they rehash or clear up what would you like to state. Elucidation is critical as a rule, particularly when what is being introduced is troublesome here and there.

7.2. Pay Attention to other Speakers and Presenters

Find steady accomplices, companions, colleagues, guides to listen closely. In spite of the fact that rehearsing before commonplace individuals can be more tension instigating than talking before outsiders, doing as such can evoke amazingly supportive criticism. Go to easygoing and scholarly talks, exposition proposition, tune in to class introductions or watch English films. At the point when a moderator lurches over a word, see how the group of onlookers responds. Do they appear to notice or mind?

7.3. Think Simple and remember a few Helpful Things

There are various consoling contemplations that you can remind yourself to enable you to adapt to the nervousness of up and coming circumstances to talk. Err is human and we as a whole commit errors. In the event that it's chaos up acknowledge. Taking a stab at total flawlessness will frequently prompt more elevated amounts of nervousness and increment odds of feeling disillusionment. Keep in mind that powerful talking is an aptitude that anybody can work to create and trust that one can discover a portion of the accommodating settings progress in the direction of sharpening talking abilities.


Conclusion

There are numerous factors that influence students' accomplishments, a few factors that add to the whole exhibitions of skills of student. Though few suggestions have been featured, arrangements probably won't be simple for them. From this examination, we can reason that there have contrasts in student's execution in provincial schools. Parents of provincial students were more averse to anticipate that their ward should propel their instruction. From the examination of this investigation, we can distinguish the impacts of psychological factors on provincial establishment students speaking capacities in English. The positive consolation from the parents, family, companion and educators and so forth, it prompts the inspiration of the student for both extraneous and characteristic towards creating viable speaking abilities in English. Investment in a social setting is a key component i.e., influencing the student to take an interest in the characterized social setting to upgrade speaking aptitudes is the greatest test for instructors. They prevailing in it would be the incredible trail to demonstrate gainful speaking abilities in the focused on dialect.

References

1. Jo Aftat, Mokhtar. (2008). Motivation and Genuine learning. Available at <http://www.englishteacher1.com/motivation.html>
2. Babu, Ramesh. 2010. Teaching spoken English for nonnative students: problems, solutions and techniques. Available at <http://www.elweekly.com/elt-newsletter-article-teaching-spoken-english-for-non-native-students-problems-solutions-and-techniques>

3. Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor Effecting Students' English Speaking Skills. *British Journal of Arts and Social Sciences*, 2(1), 34-50.
4. Boonkit, K. (2010). Enhancing the Development of Speaking Skills for Non-Native Speakers of English.
5. Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
6. Chaudron, C. (1988). *Second language classroom: research on teaching and learning*. Cambridge: Cambridge University Press.
7. Thirupal Reddy, Chigicherla. (2014). Communication and its types. *International Research Journal of Management Sociology & Humanities*, Vol. 5.
8. Denis, C. (2004). *Psychology and Teacher*. The Continuum: The Tower Building.
9. Essays, UK. (2018). Students performance in rural and urban areas education essay. Retrieved from <https://www.ukessays.com/essays/education/students-performance-in-rural-and-urban-areas-education-essay.php?Vref=1>
10. <https://2012books.lardbucket.org/books/a-primer-on-communication-studies/index.html>
11. <https://www.helendoron.com/breaking-barriers-speaking-english-fluently>
12. Lai-Mei Leong¹ & Seyedeh Masoumeh Ahmadi. 2016. An Analysis of Factors Influencing Learners' English Speaking Skill, School of Educational Studies, Universiti Sains Malaysia, Malaysia.
13. Latha, B. M. (2012). Teaching English as a Second Language: Factors Affecting Learning Speaking Skills. *International Journal of Engineering Research & Technology*, 1(7), 1-6.
14. Luama, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
15. https://www.ncbi.nlm.nih.gov/pubmed/?term=Irvin%20MJ%5BAuthor%5D&cauthor=true&cauthor_uid=24474843
16. https://www.ncbi.nlm.nih.gov/pubmed/?term=Byun%20Sy%5BAuthor%5D&cauthor=true&cauthor_uid=24474843
17. https://www.ncbi.nlm.nih.gov/pubmed/?term=Meece%20JL%5BAuthor%5D&cauthor=true&cauthor_uid=24474843
18. https://www.ncbi.nlm.nih.gov/pubmed/?term=Farmer%20TW%5BAuthor%5D&cauthor=true&cauthor_uid=24474843
19. Djemai Cherifa. The main Psychological Difficulties that EFL Learners Face in Speaking Skill: A case study of second year (LMD) students of English at Mohamed Kheidar University of Biskra.
20. Ryan, C. (2013). *Language Use in the United States: 2011*, 1-16.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<h2>TRANSLATION AS INSTRUMENTAL FOR ESL</h2>
<p>K.V.B. Ravindra Babu Assistant Professor, Department of S&H, VFSTR, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Prof. K. Ratna Shiela Mani Department of English, Acharya Nagarjuna University, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>English, as a linguafranka, is playing a vital role in the interpersonal communication of people beyond their linguistic boundaries. It is one of the dominant second or foreign languages being learnt all over the world. Several second language pedagogical theories consider the acceptance of learners' mother tongue as detrimental to the acquisition of target language. Any language reflects the life of a set of people that includes their socio-economic, political perspectives, their behaviour, food, culture, tradition etc. Language is primarily associated with their unique native identity. Depriving the learners from their familiar world and trying to impart the knowledge of a second language by immersing them totally in an alien environment may demotivate them. When several strategies are being 'tried on' in an ESL classroom without much evidence of success, why don't we accept the use of translation and bilingualism to assimilate the new linguistic knowledge with the existing knowledge of the learners? This paper tries to present the perspectives of teachers in using translation in the ESL classroom and explain how it can be instrumental to make the learning possible.</i></p> <p>Keywords: <i>ESL Classroom, Second Language Acquisition.</i></p>

Introduction

“What is the English word for this?”, “How do I say this in French?” These are a few among the common queries quite often faced by the learners and teachers of a second language all over the world. The need and curiosity of finding word equivalents and appropriate expressions in the target language always intrigues the second language learners. Children acquire mother tongue naturally at an early age making use of the exposure available to them in their own social environment. They pick up most of the active vocabulary and structures of the mother tongue unconsciously by being engaged in the real-world activities. The child's success in expressing their needs and fulfilling their requirements by using the limited mother tongue ability enthruses them towards acquisition of more expressions in their first language. This first language forms a base for the origin of all the thoughts in an individual's brain as it is the only source of communication. The monolinguals ideation is directly encoded into the mother tongue and transmitted fluently as output. They naturally possess the ability of using the appropriate words and frame them into acceptable structures of their mother tongue. They are aware of all linguistic forms for representing their social, economic and cultural life. Their language reflects their life in its true sense in their community. But people can get access to the world outside their linguistic boundaries only when they are able to communicate in the other's language. The wide spreading needs have trade and development has made learning a second language essential for most of the people across the world. Initially, this learning took place by being exposed naturally to the second language speaking communities and by being acquainted with the contexts of using it in the real life. Gradually, second language learning has become an essential part in the education

system and the children are expected to acquire competence in the use of second language besides their mother tongue.

Learners of the second language often find it difficult to understand the meaning of the individual words and what they are representing in the context which is foreign to them. Learning a new language means knowing about the culture of others. This knowledge often makes the learners compare the new forms with what they have learnt already and draw some conclusions on it. Hence, they obviously try to search for equivalent words for second language expression in their mother tongue. This has given rise to the use of translation techniques in teaching of second language in the classroom. Teachers translate the second language content, lexis and grammar into the mother tongue of the learners. Butzkamm and Caldwell (2009) say that the use of learners' mother tongue boosts the confidence of the learners and encourages them to focus on the meaning as translation is a greatest pedagogical tool. Ali (2012) explains that translation makes the learners see the second language from the point of view of their mother tongue. They have a natural tendency to compare their native language with the structures of the second language and apply what they have learnt before into practical use.

The second language acquisition research has found many problems in using translation as the learners could not develop communicative competence in the target language. Harbord (1992) argues that translation make the learners depend excessively on the native language and as a consequence they lose confidence of communicating in the second language. Direct method, natural approach and audio-lingual methods have worked on the principles of creating total second language environment and prevented using mother tongue in the classroom. The focus of second language learning has shifted from content and lexical items to developing four skills of language. The translation was considered ineffective for developing these language skills. The criticism of Carreres (2006) about using translation falls on saying that translation works on only reading and writing skills. It ignores listening and speaking. The learners always think from the glasses of mother tongue which is not practical and source of many errors in their L2. There are also arguments that translation merely wastes the precious time of the L2 learning as learners do not get exposure to second language outside the classroom, so such a valuable time should not be used for mother tongue interference.

The controversy over the use of translation in the ESL has been alive over the decades and many teachers have been practicing these techniques in the classroom with or without a systematic knowledge of how to implement it in the pedagogy. This paper tries to explore the perceptions of teachers of English about the use of translation in the process of learning English. The researcher tried to extract the opinions of the teachers by distributing an online questionnaire with ten questions. 16 teachers responded to the request and shared their opinion. The teachers chosen for this study have been teaching English for engineering and management students at graduate level at different colleges in Guntur district of Andhra Pradesh. Four teachers have English language teaching experience of 2-9 years, six members have 10-20 years and another six members have been teaching English for more than 20 years. The opinion and experience of these teachers in using translation activities are presented below.

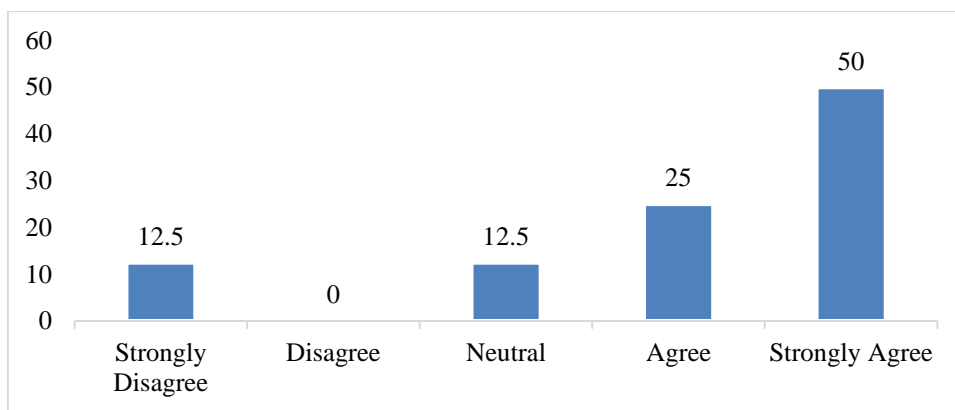


Chart 1: L1 Knowledge helps for L2 Learning

The teachers’ response to the first question, do you think learner’s knowledge of mother tongue reflects and helps in their second language learning is presented in Chart-1. 50% teachers have strongly agreed that the learners’ L1 knowledge helps for learning L2. 25% agreed to the same view positively. 12.5% teachers neither agree nor disagree and another 12.5% strongly disagreed to the view. They did not think that L1 would facilitate L2 learning. Three out of four has agreed to the notion that the mother tongue knowledge reflects in learners’ L2 acquisition.

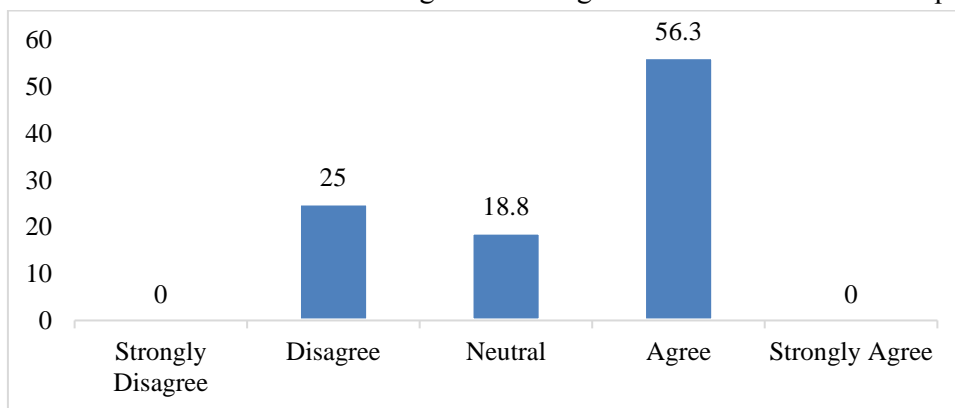


Chart 2: Use of L1 Detrimental to L2 Learning

It is important to note that many teachers have agreed to the view that the use of MT in the classroom is detrimental to the second language learning. 56.3% have agreed to the statement use of learner’s mother tongue is detrimental to their L2 learning. 18.8 % can’t decide its impact and 25% teachers disagreed to it. This means that only a quarter of the teachers support the use of mother tongue for L2 and more than half of them feel that the use of L1 harms the learning of L2.

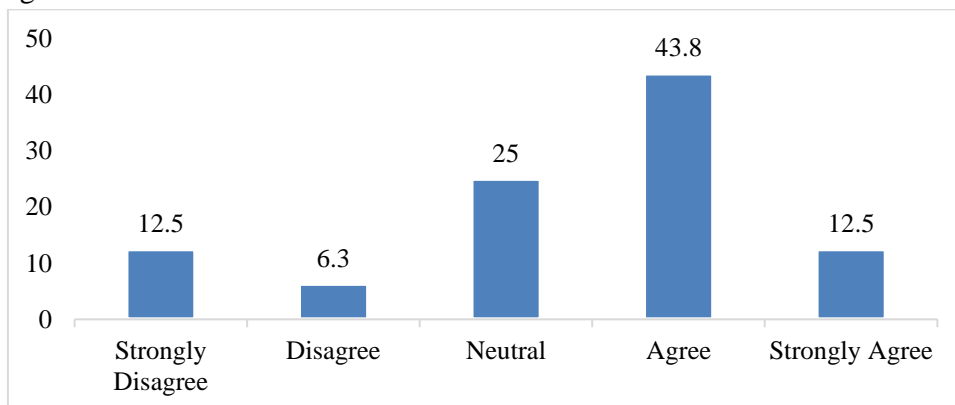


Chart 3: Translation of Sentences helps for L2 Learning

It is believed that translation of sentences from mother tongue to second language and vice versa is one of the ways to draw the attention of the learners towards the difference between the structures of two languages. As shown in Chart-3, 43.8% teachers agreed to the statement that translation of sentences from L1 into L2 and vice versa help for better L2 and another 12.5% strongly agreed. A quarter of the teachers haven't tried out this to agree or disagree. Nearly 19% have either disagreed or strongly disagreed to accept that translation of sentences helps for second language learning.

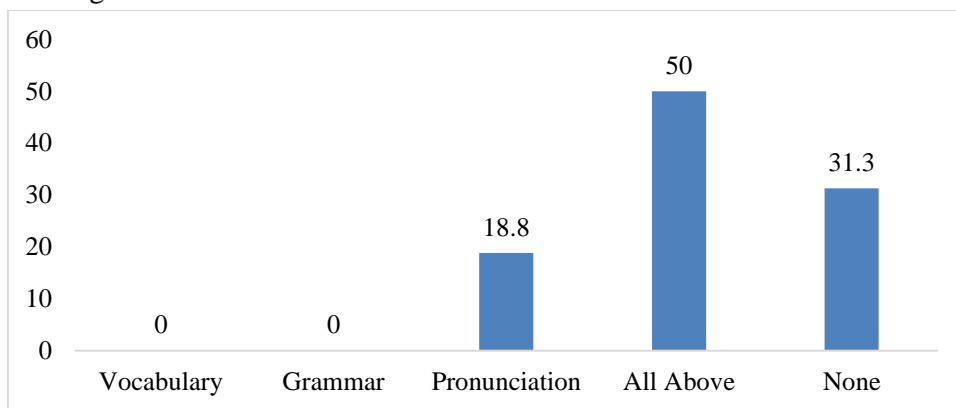


Chart 4: Translation Damages L2 Learning

The opinions revealed in chart-4 might be one of the reasons for the controversy over the use of translation in the second language learning classes. Half of the teachers have expressed their opinion that the use of mother tongue damages L2 vocabulary, grammar and pronunciation. 31.3% have felt that these language elements do not get effected by mother tongue use. Whereas 18.8% have thought that the mother tongue interference affects mainly the learners' second language pronunciation.

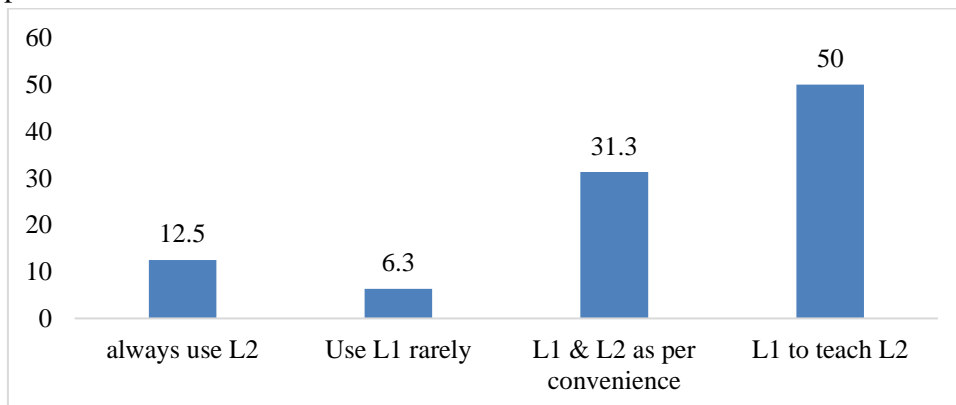


Chart 5: Preferred ESL Classroom Environment

Chart-5 reveals that the teachers' preference of second language classroom environment. 12.5% teachers always ensure their classes are to be functioned in target language environment only and 6.3% may rarely permit the students to use their mother tongue in unavoidable conditions. 31.3% teachers allow the liberal use of mother tongue as per the convenience and 50% teachers have said that they systematically allow the use of mother tongue for better understanding of second language elements.

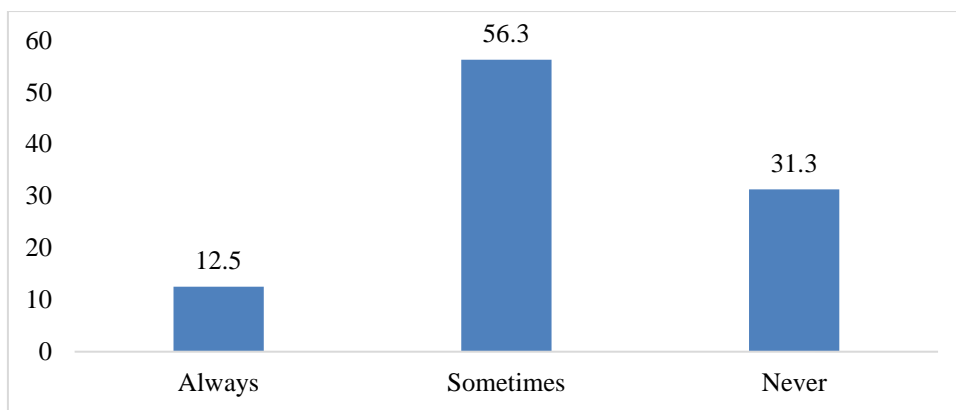


Chart 6: Frequency of Translating L2 Words into L1

In the classroom of some second language teachers (31.3%) never preferred to use the terms of second language. They try to immerse the learners in the target language and expect them to originate the basic thoughts in the second language. But majority of the teachers (56.3%) sometimes use L1 expressions in teaching. They do it so to avoid lengthy explanations and for better understanding of some complex expressions in second language. 12.5% teachers allow the use of equivalent mother tongue expressions whenever required.

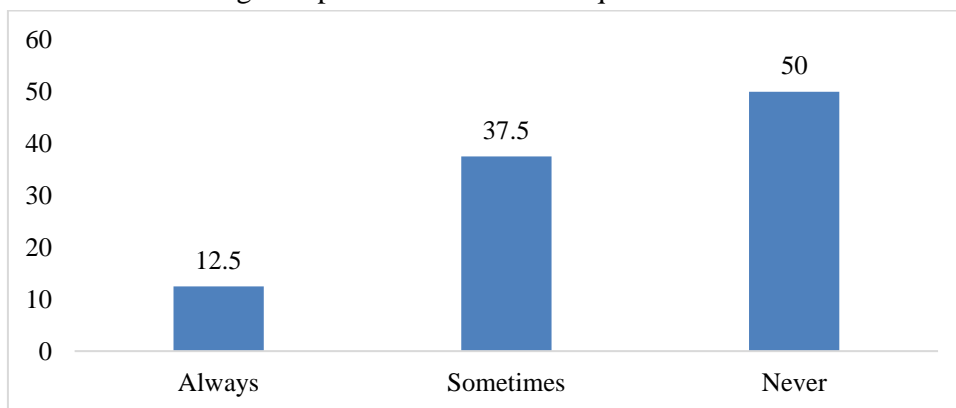


Chart 7: Frequency of Comparing L2 Structures with L1

This is also believed that the second language learners often compare and contrast the new structures of target language with their knowledge of mother tongue. 12.5% teachers have always introduced the new structures with mother tongue comparisons and the same is followed by 37.5% for sometimes. Interestingly half of the teachers have not attempted to make the students compare and find themselves how similar or dissimilar the structures of both languages are.

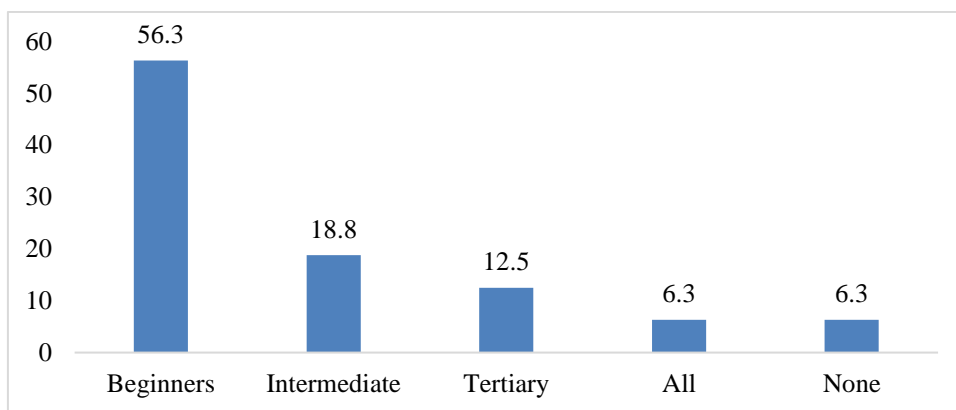


Chart 8: Level of Learners Benefit from Translation

As mentioned in chart-8, more than half of the teachers (56.3%) believe that translation helps the second language learners at the beginners' level and 18.8% feel that intermediate learners may make use of it better. 12.5% thought that it can be used in graduate level. An equal number of respondents (6.3% each) have a diverse view that all levels of learners get benefit out it and no learners can make use of it.

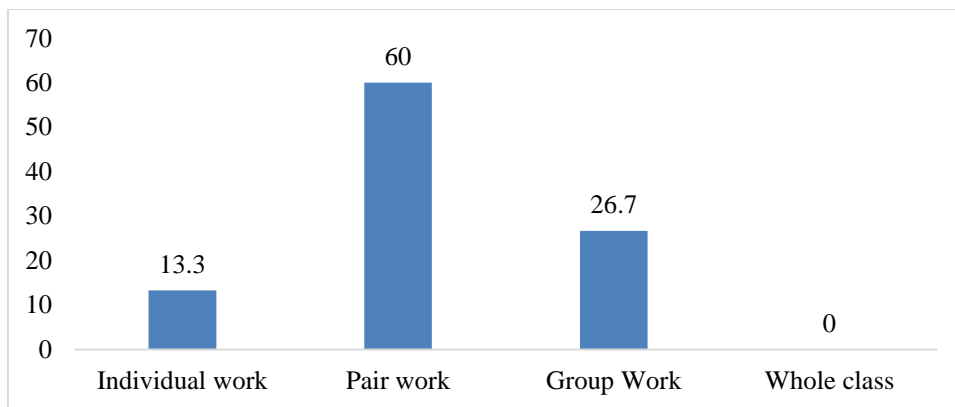


Chart 9: Better Way to Engage Learners in Translation

The teachers' choice of classroom interaction in translation activities is revealed in chart-9. Majority of the teachers (60%) preferred to put the learners into pairs for translation activities. Only 13.3% would like to give individual tasks and 26.7% have chosen for group tasks.

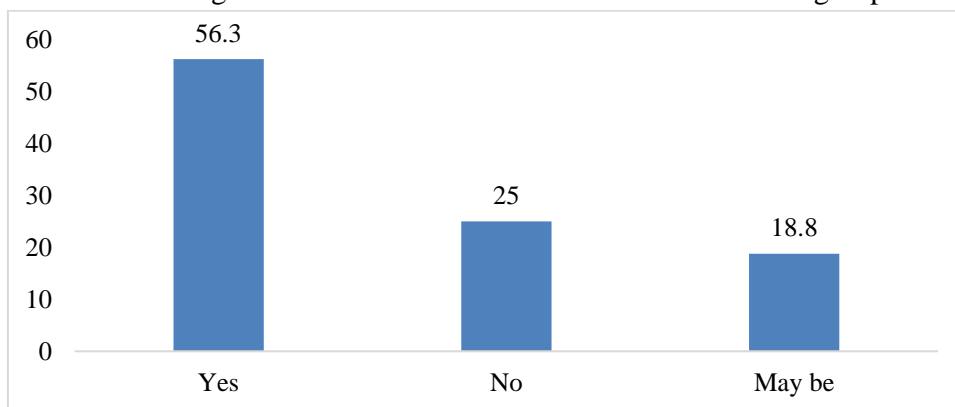


Chart 10: Using Translation Skill in Testing

Finally, when it comes to testing the second language ability of the learners, more than half of the teachers have responded positively to incorporate translation tasks in the exams. 25% have responded negatively and 18.8% could not say any for using translation tasks in exams.

According to this study it is true that the mother tongue of the learners is being used in their English language learning contexts to a smaller or greater extent. This study has revealed that the teachers themselves are allowing and conducting some translation activities in the ESL classrooms. But it seems that they do not have a clear conception over the systematic use of mother tongue. At times they feel that the use mother tongue helps for their second language learning and at some other times they think that it is detrimental to the development of target language competency. Translation is acceptable to some of them at word level for meanings and sounds but it is not good at sentence level. Majority of the teachers have thought that translation techniques are good for the learners at the beginners' level but some previous studies showed that translation works equally well with advanced learners. Heltai (1989) has concluded that translation is good for the advanced learners who want to learn more formal and accurate expression. Dagilienė (2012) has found translation activities successful in developing language


skills of the university students when introduced in the language learning programme purposefully and imaginatively.

Conclusion

Many a times it has been proved that the second language learners rely on their mother tongue to find the expressions required for understanding L2. The instances of code-mixing and code-switching by the users of second language are an evidence of the learners need for possessing more lexical and grammatical knowledge of the target language. They fill the gap with the equivalents or alternatives from mother tongue. When teachers understand the role of mother tongue in the acquisition of second language, they can provide a systematic support to the students by using their mother tongue as source of input. In this context, we should be cautious that only a more knowledgeable and visionary teacher can meticulously deploy the learner's L1 knowledge to scaffold their L2 learning. Unplanned and unconditional allowance of mother tongue use in the formal classroom may result in too much reliance on L1 and it is detrimental to their expertise in second language.

References

1. Ali, Shamim. (2012). Integrating Translation into Task-Based Activities - A New Direction for ESL Teachers. Language in India.
2. Butzkamm, W., & Caldwell, J. A. (2009). The bilingual reform: A paradigm shift in foreign language teaching. Narr Francke Attempto Verlag.
3. Carreres, A. (2006). Strange bedfellows: Translation and Language teaching. In Sixth Symposium on Translation, terminology and interpretation in Cuba and Canada.
4. Cook, G. (2010). Translation in language teaching: An argument for reassessment. Oxford University Press.
5. Cook, V. (2008). Second language learning and language teaching. Routledge.
6. Cunningham, C. (2000). Translation in the Classroom. A useful tool for Second Language Acquisition.
7. Dagilienè, I. (2012). Translation as a learning method in English language teaching. Studies about Languages, 21, 124-129.
8. Ellis, R. (1989). Understanding second language acquisition. Oxford university press.
9. Harbord, J. (1992). The use of the mother tongue in the classroom. ELT journal, 46(4), 350-355.
10. Heltai, P. (1989). Teaching vocabulary by oral translation. Elt Journal, 43(4), 288-293.
11. Mogahed, M. M. (2011). To Use or not to use translation in language teaching. Translation Journal, 15(4), 2-4.
12. Newson, D. (1988). Making the Best of a Bad Job: The Teaching and Testing of Translation.
13. Samardali, M., & Ismael, A. (2017) Translation as a Tool for Teaching English as a Second Language. Journal of Literature, Language and Linguistics, 40, 64-69.
14. www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/cindyc2.pdf
15. www.teachingenglish.org.uk/article/translation-activities-language-classroom

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>THE VISION OF Dr. B.R. AMBEDKAR REFLECTED, REMINDED AND RECOLLECTED IN MY FATHER BALIAH</p>
<p>B. Joshua Daniel Research Scholar, Department of English, Acharya Nagarjuna University, Guntur, Andhra Pradesh</p> <p>Dr. Vijayababu Palukuri Associate Professor, Division of English, Department of H&S, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The autobiographical sketch of four generations of the family of the author Y.B. Satyanarayan in My Father Baliah reminds the duties of a Dalit extensively. This non-fiction emphasises the need of education and how Baliah, the father of the author had sacrificed his comforts and happiness to educate his children. The responsibility taken by the father and his children's welcome gesture to share and shoulder the duties of their family was culminated in the enormous success of the children in the family. Undoubtedly, the hero of the novel is the father, Baliah. The story that ran through the lives of four generations of the Dait family of the author witnessed every kind of insult that a common Dalit encounters in the day-to-day lives. But the uncompromising quality of Baliah delivered the family from the clutches of caste system to the maximum extent. Narsiah's decision to leave the village and to migrate to the land of opportunities was shown as the root cause for the success of the family. Though the father Baliah was uneducated, he lived the life of zenith by welcoming inter-caste marriage in his family and throughout his life he led the life of self-respect. He welcomed every pain and challenge with sheer cheerfulness and designed his family victorious.</i></p>

Introduction

The quest for equality among the people of Indian society and the emancipation of Dalits from untouchability, an age old barbarous practise that led to ostracizing of the outcastes had taken a productive and magnificent turn with the emergence of Dr. B.R. Ambedkar into the social and political square of the country. The abundant literature and practical philosophy that Ambedkar had left behind has showed a right direction to many unprivileged people to excel in their personal and professional arenas. My Father Baliah, penned by Y.B. Satyanarayana discusses the ideas of Dr. Ambedkar about untouchability, the need of education, Indian village system and the life of self-respect under currently. It is the story of four generations of Yelukati family from Narsaih to the author Y.B. Satyanarayana. This non-fiction gives us deep insights about the lives of an untouchable family and their journey towards victory. The champion of the novel is Baliah, the father of the author. His determination to give fruitful education to his children and his uncompromising attitude at any odd circumstances had shaped the family flourishingly. The social and economic progress the fourth generation of the family in the novel has acquired is the result of Baliah's determination.

Leaving the Village is a Journey from Ignorance to Cognizance

Indian villages uphold caste and practice untouchability more grippingly than the towns and cities. Ambedkar blatantly criticized the Indian village system and its upholders. "Indian village is considered as an ideal form of social organisation, a blind belief" (The Essential Writings of B.R. Ambedkar, 2002). The oppression of the Dalits in Indian village is highly outrageous. The physical and psychological abuses are regular affairs in the village lives of untouchables. They are remained merely as subjects but not as citizens even after India received

independence. The existence is being lost, the rights are curbed and the justice is unseen for Untouchables in the village atmosphere. Narsiah received fifty acres of land from the Nizam of Deccan who was satisfied with the shoes manufactured by him. But the Dora of the village was reluctant to give away the huge landscape at free of cost and as a gift to Narsiah because he belonged to the lowest caste, Madiga. For him, a Dalit did not deserve to hold property and so, he gave only two acres of land to Narsiah. Narsiah neither possessed social vigour or economic prosperity to fight against the injustice that happened to him. Moreover the people who belonged to his caste did not come forward to stand for Narsiah as they were scared of the consequences with such defiance.

When Narsiah's son grew up, the son of Dora had succeeded him as the head of the village. He started troubling the son of Narsiah (the son's name is also Narsiah) in every possible way. Though the justice was in the favour of Narsiah, his fellow caste men were not ready to support him. Narsiah became a loner and without having the support of anyone in the village, he decided to leave the village along with his son after the death of his wife and parents. As Ambedkar asserted, the Indian village is not an ideal place of dwelling. The case of Narsiah and old Narsiah are the perfect examples to stress that a Dalit is a subject but not a citizen in the villages. They were out casted from their rights, prosperity and productive living. The bonded labour was a regular affair in the village system. "A village has the perfect Hindu caste set-up with all the characteristic features codified by Manu. It has two types of dwellings, varna houses and avarna huts, separated by either a boundary or a well-maintained distance" (My Father Baliah, 2011).

Narsiah's decision to leave the village and to migrate to Raghunathapalli, the birthplace of his mother was proved fruitful in course of generations. He was joined as a pointsman in the Indian Railways. With the migration of Narsiah, his son Ramaswamy alias Baliah came to know about the importance of education and he provided quality education (so far as he afforded) to his children and passed away peacefully. The family of Baliah did not witness severe untouchability in the city of Hyderabad. Moreover they had better chances to protect their rights and won justice. On one occasion Baliah stood strongly against the totalitarianism of a Brahmin railway employee in the railway quarters. Narsiah could not avail the opportunity for education in the village. Gruesomely he resorted to believe that the caste Hindus would not allow untouchables to get educated. But in the case of Baliah, though he was rejected from formal schooling, he found a teacher in a Mullah and he learnt Telugu under his guidance. Railway schools came as blessing for the children of Baliah and in course of time, they achieved university education and settled in a respectable position. The city residence had changed the outlook of Baliah progressively. After witnessing his children prospering in education and in the other spheres of their lives, many a times Baliah felt satisfied about his father's courage to leave his village. He believed that such progressive change was possibly witnessed in their lives only because coming out from his ancestor's village. "Chinna Narsiah's young wife Abbamma was often heckled and teased by the Dora's henchmen while she was working in their own land and was, at times, forced to work in the Dora's fields" (My Father Baliah, 2011).

In the same way, when the protagonist of the novel, Satyanarayana got a job in a rural pocket of Telangana region as a teacher, he was afraid to announce his caste to the villagers because he knew that he could not continue his job if his caste identity was known to the villagers. But the same person was fearless when his fellow Dalit friend warned him about the possibility of the revelation of his caste to the fellow students. In city, the protagonist had found the spirit of liberty and he was filled with confidence. The city life made it possible to Baliah and

his children to be optimistic about their successful career, about their rights and the harvest they would reap after getting higher education. The novel reiterates what Ambedkar had opined about the condition of village. "What is a village but a sink of localism, a den of ignorance and narrow mindedness" (The Essential Writings of B.R. Ambedkar, 2002). This had become true in the case of Narsiah and Baliah who were remained as the victims of the village system of India. They were put away from prosperity of every kind and were forced to live the life full of adversity. So far as the Dalit family stayed in the village, they remained as the subjects and never considered as citizens.

Education as the Tool of Emancipation

According to 2011 census 74% of Dalits are still living in the rural pockets of India and most of them are landless. More than half of the Dalit households are still using firewood for the purpose of cooking. The literacy rate of the Dalits is 66% against 74% which is the Nation's literacy rate. Though the literacy rate of the Dalits is increasing census after census, the percentage of Dalit children acquiring higher education is alarmingly low. According to the survey of AISCHE 2012-2013, there was only 6.95% of Dalit faculty working in various higher educational institutions. The above statistics is the perfect testimony for the depleted educational condition of Dalits in India.

"Education and self-dependence are the paramount requirements of every man for his self-preservation" (The Essential writings of B.R. Ambedkar, 2002). Baliah had been very keen about being educated since his childhood. When he expressed his desire to go to school, his father was baffled because of the social curtail that restricted a Dalit to enrol in a school for formal education. Later he found an ardent teacher in a mullah. His little education laid foundation for the desire to see his children highly educated. Along with the protagonist Satyanarayana, all his siblings achieved higher education and settled in decent jobs. Though Baliah was compelled to run a big family with a very little income, he stood stubbornly for the successful career of his children. The protagonist admitted the fact that Baliah had to combat with their economic plight to provide qualitative education to his children. Baliah felt regret when the eldest son of the family, Balaraju had to stop education and to support his family along with him because of the financial crisis that surrounded the family.

Baliah is not just the hero of the novel but he is a role-model for all the downtrodden. Education is the sharpest weapon to face the challenges of outside world and Baliah knew that. His long standing work in various railway stations in and around Hyderabad had changed his outlook about the life and society. He always wanted to see his children as the superior employees in the railways. Once he announced to his colleagues that he was ready to take stale food to spend money for the education of his children and he declared that he would not compromise at any circumstance. During the time of his children's examinations Baliah used to take leave from his work for fifteen days to keep a close look about the progress of the education of his children.

Though Baliah belonged to 20th century, though he was not highly educated and in the words of author though he was not the avid reader of Ambedkar, though the atmosphere of his household was discouraging in the educational affairs, though he was receiving apprehensions from his friends, his passion for higher education motivated him to be industrious to see his children successful. His hard labour had been reaped fruitfully when four of his sons finished post graduation.

Self-Respect as an Accurate Tool of Progress

“Self-respect is a most vital factor in the life. Without it man is a mere cipher. To live worthily with self-respect one has to overcome difficulties. It is out of hard and ceaseless struggle alone that one derives strength, confidence and recognition” (Dr. Ambedkar: Life and Mission, 127). Protecting self-respect is always a challenging task to a Dalit. Because of the age old belief system that has been stagnated in the minds of the caste Hindus, in numerous occasions a Dalit had to encounter combat with his self-respect. In the majority of occasions he is looked down upon by the privileged sections of the society. Many times a Dalit has to sacrifice his self-respect to meet his immediate needs and necessities like food, cloth and shelter.

Here, Baliah stood as an epitome of self-respect. Baliah was the man of self-respect. He visioned for secured and lofty living only through self-respect. He never sold his self for the trivial gains. All his life time he stood for self-respect inside and outside of his home. He believed that a Dalit can lead the life of self-respect only with the assistance of education. In order to meet the financial needs of his children’s education, he never extended his hands at his superiors or at his kith and kin. He stood tenaciously whenever he was compelled to test his self-respect. When his sons could not attend him after they had become busy in their personal and professional lives, he hated to depend on his children. His children also earned the noble qualities of his father. When the protagonist visited his friend’s house, the cook of the house who happened to be a Brahmin abused the protagonist because of his Dalit identity, he never visited the same house again until his friend’s family left the railway quarters.

“You cannot build anything on the foundations of caste; a nation, a morality, a unity etc.” (The Essential writings of B.R. Ambedkar, 2002) Though Baliah belonged to Dalit family, he hated the caste system that had divided the country into numerous fragments. He never allowed the dominance of any kind on the lines of caste. When his son wanted to marry a Brahmin girl, Baliah’s wife and his elder son was against to bring a Brahmin girl into their house. They were scared of the consequences they had to accept from the people of their own caste. But Baliah understood the condition of the girl who was sent away from their home by her parents because of her intimacy with a Dalit boy, Baliah invited the girl into his house happily. The author was delighted with the gesture of Baliah who ignored the barrier of caste to welcome a Brahmin girl as a daughter-in-law into their house. Here, the author warned his Dalit brethren especially who are so-called Ambedkarites who never allowed inter-caste marriages in his house. “Abolition of sub castes, inter caste dinners most importantly inter caste marriages can abolish caste system” (The Essential writings of B.R. Ambedkar, 2002).

“To be poor is bad but not so bad to be an untouchable. The poor can be proud but untouchable cannot be. A low can rise but untouchable cannot” (The Essential writings of B.R. Ambedkar, 2002). Balaiah was never a rich man. The poverty of a Dalit is different from the poverty of an untouchable. A poor caste Hindu has abundant opportunities to reach excellence but the case of the Dalit is not like another caste Hindu. Baliah started his life from nothing and at the brink of his life he witnessed every success in his family that he desired. Baliah is presented as the man of rich embodiment of confidence and self-respect by the author. The little education he received in his childhood had laid the foundation in his mind to see his children as the embodiment of education and self-respect. He resisted toil, tears and sweat strongly. He invited every difficulty with cheerful smile and overcame every hurdle with thorough self-confidence. “Work was a punishment for the fall but images of daily work well done are used throughout the poem to establish a note of satisfaction and recovery” (A Critical History of English Literature: Vol. 1, p.448). In the last book of Paradise Lost the two prime characters Adam and Eve had to


leave the Eden. Milton had given an optimistic conclusion to the epic by presenting Adam and Eve with thorough self-confidence and mutual help. While they were going out of the Eden, they held hand in hand which is the symbol of mutual love, hope and confidence. They were going into the world where they had to toil and sweat which was totally new to both of them. But they were confident enough to overcome every hurdle that they would encounter later. Baliah's case is not different from the condition of Adam and Eve in Paradise Lost written by John Milton. Baliah's determination, self-respect and sacrifice he graciously welcome for the prosperity of his family and the mutual help and love his sons had shared for one another had yielded the finest harvest for their family.

Conclusion

The novel *My Father Baliah* gives the readers perfect solutions for the emancipation from the clutches of caste system that the Dalits are experiencing in the current society. It reminds every Dalit about his duty for himself and for the society at large that Dr. B.R. Ambedkar had stressed poignantly in his voracious writing. Baliah stands as a perfect role model for every dalit to live with self-respect, to travel towards the life of development and to annihilate the caste. He achieved his desire with mutual help and mutual love which are the mandatory inputs that every individual in general and every dalit in particular should imbibe.

References

1. Christophe Jaffrelot. Dalits still left out. The Indian Express. 18th February, 2016. <http://indianexpress.com/article/opinion/columns/rohith-vemula-discrimination-against-dalits-still-left-out/>
2. Couser, G. Thomas. Signifying Selves: Disability and Life Writing. Retrieved from www.academia.edu/9137321/Signifying_Selves_Disability_Life_Writing
3. Daiches, David. 2005. A Critical History of English Literature: From the Beginning to the Sixteenth Century, Vol. 1. Hyderabad: Allied Publishers, Hyderabad.
4. Keer, Dhananjay. 1990. Dr.Ambedkar: Life and Mission. Mumbai: Popular Prakashan Pvt. Ltd.
5. Rodrigues, Valerian. 2002. The Essential Writings of B.R. Ambedkar. New Delhi: Oxford University Press.
6. Narayanan, S.V. 2015. Higher Education is Still a Bar Too High for Muslims, Dalits. The Wire. Retrieved from <https://thewire.in/10214/higher-education-is-still-a-bar-too-high-for-muslims-dalits/>
7. Satyanarayana, Y. B. 2011. My Father Baliah. Harper Collins Publishers, India.
8. Smith, Sidonie & Julia Watson. 2010. Reading Autobiography: A Guide for Interpreting Life Narratives (2nd ed.). University of Minnesota.
9. Weintraub, Karl J. 1975. Autobiography and Historical Consciousness. Critical Enquiry. Vol. 1, No.4, University of Chicago, pp.821-848.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>NEUROLOGICAL FUNCTION OF THE BRAIN IN THE PROCESS OF HUMAN COMMUNICATION</p>
<p>Rajendra Babu Vemuri Assistant Professor Division of English, Department of H&S, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Communication proficiency is a caliber to exchange our views and aspirations in an effective manner, and a good communication can enhance healthy relationships among the people to accomplish regular needs as well as to achieve their goals. It is observed that the neurological function of the brain plays crucial role in the process of communication system especially in decoding, encoding and in response/feedback which are the major steps in the process of communication. In the process of communication, the brain receives and analyses the information elicited from sender. Here the feedback is totally influenced by the neurological processes. So, we can't expect same kind of feedback from every receiver because it varies from one person to another i.e. (depressed and non depressed) depends upon the mental condition of the receiver. Thus, this paper aimed at explaining the various steps involved in the Neurological function of the brain in the process of human communication.</i></p> <p>Keywords: Neurological Process, Encoding, Decoding, Response, Depressed and Non Depressed.</p>

Introduction

Communication is a process of exchanging ideas, views and knowledge in the socio cultural system with each other. The term communication comes from the Latin word 'Communis' which means 'to share' and 'to commune'.

It is observed that the neurological memory and Brain plays pivotal role in the process of communication system especially in decoding, encoding and in feedback which are the major steps in the process of communication.

According to Baird Jr. E John, communication is the process involving the transmission and reception of symbols eliciting meaning in the minds of the participants making common their life experiences.

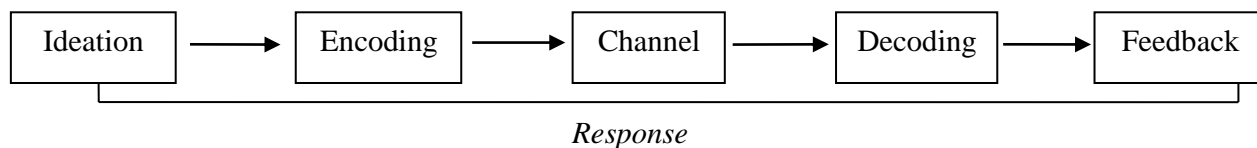
'How well we communicate is determined not by how well we say things, but how well we are understood.' - Andrew Grove

Communication is the "the transfer of information and understanding from one person to another person. It is a way of reaching others worth facts, ideas, thoughts and values. It is a bridge of meaning among people so that they can share what they feel and know. By using this bridge a person can cross safely the river of misunderstanding that sometimes separates people" Keith (1993), p.399.

The Impact of Neurological Function of the Brain in the Process of Communication

Communication has a wider perspective in nature with its areas like cognition, perception and process of communication. Numerous models have brought into the light about the process and stages of communication but it is the need of the hour to be aware of the role of neurological memory and brain in the process of communication.

Process of Communication



Communication between the Parties

There are two parties involve in the communication process. They are Sender and Receiver. The process of communication starts with the sender who gets ideas and starts sending information through proper channel which was the first step in the process of communication, Whereas, the receiver who receives the information communicated by the sender, understands and sends his/her response in the form of feedback.

The Role of Cerebrum in Encoding Message

Encoding message is the second step in the process of communication. It is the process of framing and transforming ideas into proper message by the sender. The process of encoding depends on neurological processes in the brain. The brain receives and analyses the information. The thinking part of the brain is called ‘the cerebrum.’ The cerebrum divided into four sections or lobes. They are the frontal, temporal, parietal and occipital lobes as showed in the Figure-2. Here, the Broca’s area of the front lobe plays the significant role in the production of the language and word meaning. Therefore, the process of encoding associated with neurological process where the sender gets and converts the ideas into words or gestures based on the relationship between the two parties.

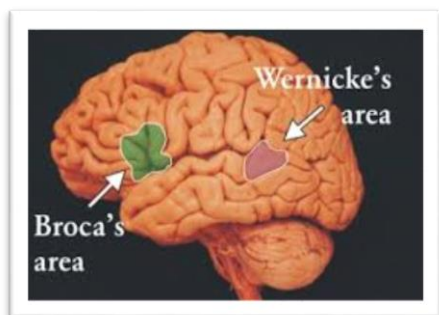


Figure: 1

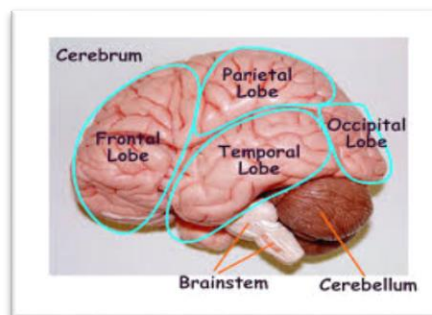


Figure: 2

Purpose/Channel

Most of the time, the communication occurs to develop interaction among the people in the society. The sender must know the purpose of communication before sending it to the target group. Channel is a medium through which the encoded message transmitted to its intended object i.e. receiver of the message. The medium can influence the process of encoding the message. The encoded message travels in the form of oral, aural or written depends upon the purpose and occasion. It entails free from interruption and commotion which is called the communication environment to communicate the message through selected medium.

The Role of Wernicke’s in Decoding

Decoding is the process of receiving and understanding the message from the sender. The communication cannot be successful, unless it decodes by the receiver effectively. Here, when the message sends by the sender, it reaches to the brain where the interpretation and processes sounds. The process of decoding and understanding of the spoken words takes place in the left temporal lobe in Wernicke’s area of the brain (see Figure-1). Effective decoding takes place where the message decodes by the receiver with his/her cognitive skills such as good perception and understanding.

Response

The final stage of communication process is response. It is very much required to take the conversation forward meaningfully between the sender and receiver. As Andrew Grove says effective communication not depends on how well we say things, but how well the recipient receives and understands. And it is the last step where the intended message has been checked by the sender.

It will be a futile task, unless the receiver decodes the message correctly. At this juncture, we can't elicit expected response from every receiver because it varies from one person to another depends upon the mental condition of the receiver in the communication process. Here we can receive deliberate feedback from non depressed people, but it is not possible to expect such feedback from depressed and low self - esteemed receiver due to failure of feedback loops in the memory system. Finally, it leads to provide irrational response to the sender.



Figure-3: Depressed

It is observed that depressed low-self esteemed have no proper mechanism of memory and analyzing situation. And they cannot be cautious to the situation. Sometimes they may lose ability of re-appraisal and generating ideas in the process of communication.



Figure-4: Non-Depressed

In Figure-4, there is feedback loop coming back from output to input and it enters into the brain's process for re-appraisal and to be sensible to the situation in the non-depressed people.

Context


Context is the situation to cause to take place conversation between the two or more. It can regulate one's thought process and ideation to encode intended message. Communication cannot be possible without situation. Good ambience, time and context are the prerequisites for the smooth and effective communication.

Conclusion

However, the human communication wholly depends upon the function of the brain from ideation to eliciting response in the process of communication and the disparity levels between depressed and non depressed people in feedback.

References

1. Meenakshi Raman & Sangeeta Sharma. (2011). Technical Communication Principles and Practice. Oxford University Press.
2. Lesley Lanir. 2010. English Teaching professional: Learning disability. Issue 7, pp.34-35, Macmillan Publishers India Ltd.
3. Ashraf Rizvi, M. (2008). Effective Technical Communication. Tata McGraw Hill Publishing Co. Ltd.
4. www.sciencedirect.com
5. Jensen, E. 1998. Teaching with the Brain in Mind ASCD.

 <p>UGC APPROVED JOURNAL No. 48514</p>	ICT AND ITS ROLE IN ENGLISH LANGUAGE TEACHING
<p>S. Venu Gopal Research Scholar, Department of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh</p> <p>Dr. Divya Sajja Assistant Professor, Department of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The present situation invention has contributed a great deal to the general public. Additionally, it has changed the approach of instructor focused on student focused through ICTs. The term is generally being used to clarify the novel advancements that depend mostly on PCs, web, satellite and every single remote technology. Notwithstanding that, the advancements that are considered traditional, for example, radio, phone and TV have been considered as Information and Communication Technology. These abled apparatuses are presently utilized together to shape an organized situation on English Language Teaching. It improves the enthusiasm of the learner and submits them to work successfully. The utilization of ICT in the English Language Instructing is the need of an hour and the instructor is relied upon to take after both customary and creative instructional methods in educating also, learning modes.</i></p> <p>Keywords: <i>ICT, English Language Teaching.</i></p>

Introduction

In instructing and learning process, technology has interceded and changed the entire nature of training. It is to a great degree productive learning and instructing condition. Because of the deluge of cutting edge technology, extraordinary strategies and approaches were received to confront the multi-needs of the students. Digitalization impacts impressively on both the method for educating and the substance conveyance. ELT began its ride from the ordinary technique also, now has gained the liveliest period of its development methodologies where ICT is prompting a worldview move in the strategy for learning and instructing.

ICT render copious open doors for honing all through the classroom. The instructor is relied upon to be traditional and inventive too in his/her educating/learning circumstance. The suitable utilization of these apparatuses has totally reshaped ELT. Accordingly, instruction winds up noticeably more extensive available what's more, reasonable.

Teaching occupies an honorable position in the society. ICT helps the teacher to update the new knowledge, skills to use the new digital tools and resources. By using and acquire the knowledge of ICT, student teacher will become effective teachers. ICT is one of the major factors for producing the rapid changes in our society. It can change the nature of education and roles of students and teacher in teaching learning process.

Advantages of Utilizing ICT Instruments in ELT

ICT gives positive vibrations on learners' demeanor towards taking in a language. Learners can have a magnificent opportunity to select the components through which they can meet their learning systems, which were neglected to fulfill by the ordinary techniques. The accessibility of sources like pictures, liveliness, sound and video cuts is extremely reproducing on the grounds that they bolster the students in exhibiting and honing a language in an unexpected way. For the learners as well as the instructors depend more on these devices to deliver, get

ready, store and recover the materials of learning calm. ICT gives credibility by which the student could interface with others all over the world.

Useful ICT devices for ELT

In this cutting edge world, the situation of showing procedure has changed and the youthful educators are planned to coordinate innovation into their educating condition. One of their decisions is the utilization of web 2.0 apparatuses. Web 2.0 is "an innovation that expects to upgrade innovativeness, data sharing and joint effort among clients." Web 2.0 gives intuitive climate and this apparatus fulfils the duty of language instructors. Web 2.0 brings cooperation in the language classroom. A portion of the helpful web 2.0 instruments are as per the following; www.blendspace.com is a sort of a substance curation device. It is a simple to utilize these apparatuses for making lessons including mixed media and it enables the educators to make a lesson by joining an awesome assortment of assets. www.padiant.com is a virtual notice board. It can be utilized as a part of an assortment of routes relying upon the innovativeness of the language instructor. It enables the learners to post stickie with interactive media components and it trades "the advanced divider" counting pdf, picture, csv and it is feasible for the clients to impart it to online networking destinations. Scoop is additionally a substance curation instrument by which we can distribute materials for online magazines. www.livebinders.com is utilized for aggregating web assets and sort out them in an assortment of configurations. An instructor can set up a guided visit on the web identified with the subject of the lesson. Google Drive is a cloud-based capacity for sparing a wide range of reports in multi ways and can be used at whatever points the learners or educators require. Vialogues.com is a video-based exchange where we can include surveys, tests and remarks the video lessons. Voxopop.com is an online sound instrument that enables the clients to record their talking and different exchanges on a given theme. It is absolutely a drawing in apparatus for learners to build up their talking abilities. Lesson writer.com is a site for making and perusing lessons. ELT instructors can glue a content that they decide to use in class. Activities and inquiries identified with the given content can likewise be included.

Radio and Television

Radio and Television are the valuable apparatuses of language learning. Both the instruments offer shabby access to rich programs. The quickness of current issue programs guarantees that students' presentation to the language is cutting-edge and implanted regarding genuine local speakers. Through radio, it is workable for the instructors to make the learners to tune in to the addresses by prominent and extraordinary speakers. Television is the other vital innovative medium utilized by the language instructors as it bids to eyes and ears. Television gives a full varying medial reproduction, dynamic and achieves a higher level of authenticity. Television gives semantic appearance alongside the facial articulation.

Movies

Movies are the most intense component in the hands of a wise and creative instructor. Movies claim the students, uplift their advantage and held them in the maintenance of the educated materials. Movies are productively used to grandstand the actualities, activities aptitudes and foundation data. The learners of essential level get intrigued to know the working of the discourse organs and the articulation. The learners of larger amount are familiar with established and recently discharged plays and books which have been recorded.

Language Lab

Language lab is one of the advanced mechanical educating helps. It has multi features like learners can tune into the sounds and can comprehend the distinctive highlight utilized, the

learners can talk and even, they can record their voices. The learners' articulation level could be ad-libbed by tuning into the institutionalized materials. It is only outcome situated and it advances the English language learning process. In the current patterns, the sounds as well as recordings, streak based amusements; we are likewise incorporated into the lab materials. It makes a simple environment than a customary classroom.

Over Head Projectors

The projector, an ordinary technique for instructing, is very valuable and the other option to chalk and talk. OHP expends time by setting up the materials ahead of time, however, this kind of sight and sound guarantees the high caliber direction. It is a vital visual guide to show the setting to the expensive class. OHP is enables the instructors to utilize pictures, charts and it decreases crafted by the educator by drawing it on the board. By utilizing OHP is more convoluted sources can be brought into any classrooms and it is anything but difficult to utilize, flexible and it is simple for the learners to take notes from it.

21 Merits of ICT in 21st Century

1. ICT helps teachers in both pre-service and in-service teachers training.
2. ICT helps teachers to interact with students.
3. It helps them in preparation their teaching, provide feedback.
4. ICT also helps teachers to access with Institutions and Universities, NCERT, NAAC NCTE and UGC etc.
5. It also helps in effective use of ICT software and hardware for teaching-learning process.
6. It helps in improve teaching skill, helps in innovative teaching.
7. It helps in effectiveness of classroom.
8. It also helps in improving professional development and educational management as well as enhances active learning of teacher trainees.
9. It is now replacing the ancient technology. As we know now-a-days students are always have competitive mind. So teacher must have the knowledge of the subject. This can be done through ICT.
10. ICT helps teachers in preparation for teaching. In order to introduce ICT in pre-service teacher education different methods and strategies are applied. Different tools are used such as word processing, database, spreadsheet etc. Various technology based plans are used to help the teachers for their practice teaching.
11. ICT prepares teacher for the use of their skills in the real classroom situation and also make students for their future occupation and social life.
12. ICT used as an assisting tool for example while making assignments, communicating, collecting data and documentation, and conducting research. Typically, ICT is used independently from the subject matter.
13. ICT as a medium for teaching and learning. It is a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn. It appears in many different forms, such as drill and practice exercises, in simulations and educational networks.
14. ICT as a popular tool for organisation and management in institutions. Teachers must provide technological support to learn using motion picture, animation, simulation training which helped student teachers to give model presentation. If the teacher is highly equipped with technology, the student will also be equipped with technology.
15. It removes the traditional method of teaching and prepare teacher to apply modern method of teaching.


16. ICT is plays an important role in student evaluation.
17. ICT is store house of educational institution because all educational information can safely store through ICT.
18. ICT helps teacher to communicate properly with their students. So ICT bridge the gap between teacher and students.
19. ICT helps teacher to pass information to students within a very little time.
20. ICT helps teacher to design educational environment.
21. ICT helps teacher to identify creative child in educational institute.

Conclusion

Teachers in India now started using technology in class room. Laptops, LCD Projector, Desktop, EDUCOM, Smart classes, Memory sticks are becoming the common media for teacher education institutions. Since regular methodologies and the approaches are interlinked with the novel advancements to educate English language, it appears to be unfeasible to keep them apart. With the assistance of these ICT devices which are accessible unreservedly on the web, can make the second language educating a productive one. It ends up noticeably helpful for educating an outside language in the hands of inventive and educated language instructors. Presently ELT has come into the period of assessment where new developments are going into our everyday exercises. The components which are previously mentioned are having effects in the pathway of adapting especially in the English language instructing. Hence, it is demonstrated that ELT has advanced to a more noteworthy degree because of the flood of innovations. So we should use ICT in Teacher Education in 21st century as because now teachers only can create a bright future for students.

Bibliography

1. Chauhan, S.S. 1992. Innovations in Teaching and Learning process. New Delhi: Vikas Publication House Pvt. Ltd.
2. Dash, K.M. 2009. ICT in Teacher Development. New Delhi: Neelkamal Publication Pvt. Ltd.
3. UNESCO. 2002. ICTs in Teacher Education, A Planning Guide. Paris: UNESCO.
4. NCTE. 2002. ICT initiatives of the NCTE Discussion Document. National Council for Teacher Education, New Delhi.
5. Dahiya, S.S. 2005. ICT enabled Teacher Education. University News, 43, pp.109-114.
6. Bharadwaj, A. P. 2005. Assuring Quality in Teacher Education. University News, Vol. 43. No. 18.
7. Aggarwal, J.C. 1996. Essential of Educational Technology. New Delhi: Vikas Publishing House.
8. Kirwadkar, A. & Karanam, P. 2010. E-learning Methodology. New Delhi: Sarup Book Publishers Pvt. Ltd.
9. Agarwal, J. P. 2013. Modern Educational Technology. Delhi: Black Prints.
10. Venkataiah, N. 1995. Educational Technology. New Delhi: Atul Publishers.
11. Goel, D.R. 2003. ICT in Education, Changes and Challenges in ICT in Education. M. S. University, Baroda.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>CONCEPTUALIZATION OF INTERCULTURAL COMPETENCE IN TEACHING AND LEARNING A SECOND LANGUAGE</p>
<p>Dr. Shakila Bhanu Sk Assistant Professor of English, VFSTR (Deemed to be University), Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Acquisition of a second language is always a complex task for a learner, as it has been accomplished through many varieties of pedagogical tools and materials. This complexity has been intensified when learners and teachers come into the classroom with their different local cultures. Using authentic materials which are formulated with foreign cultural aspects would multiply the complexity. As language cannot exist independent of culture, understanding culture definitely helps the learner to enrich the target language. The present paper evaluates the purpose and function of Inter-cultural competence and cultural awareness in teaching and learning the second language in this global era where every language classroom is a multicultural hub.</i></p> <p>Keywords: <i>Culture, Language Teaching, Multicultural Classroom.</i></p>

Introduction

Language teaching is as complex as language learning, as teachers always relay on composite innate theories like what they had experienced during their learning and what they have been taught during their training and their discussions with colleagues. Beyond all these complexities, teachers have to use the materials structured in foreign contexts what makes the learner difficult to understand the target language as the learner is naive to the foreign culture. Having cultural awareness, however, would help to overcome this problem. According to many scholars, cultural awareness can be acquired by teacher by understanding the culture of a target language.

Culture and Cultural Awareness

Culture, in simple terms, can be defined as a way of life of people who belong to a particular time and a particular geographical region. Sowden said about culture that “culture tended to mean that body of social, artistic, and intellectual traditions associated historically with a particular social, ethnic or national group”. Many socio-linguistics defined culture in many ways among them very Kramersch states “it is a membership in a discourse community that shares a common social space and history and common imaginings”. According to Peterson (2004:16), culture as the totality of socially transmitted behavior patterns, arts, beliefs, institutions and all other products of human work and thought, it is obviously seen that culture incorporates multiple elements.

Supplementary Concepts of Culture Learning

The key components one would come across while discussing cultural competence is enculturation, acculturation, cultural awareness, cross-cultural awareness, cultural identity, culture bump, and culture shock. In order to make culture as a concept of language teaching, the teacher has to be clued-up with these all culture components.

Enculturation and acculturation are very obvious terms of culture learning. The first culture acquisition is called enculturation and the acquisition of second or other culture is called acculturation. Cultural awareness is becoming aware of other culture people and knowing their manners and lifestyle. Kuang discusses four levels of cultural awareness; at first level people are

aware of only their own way of doing things and disregard of others' way. At second level people become aware of others' way of doing things, still consider their way is the best. At the third level, they start comparing the different ways of doing things and tend to choose the best according to situation. Cross-cultural awareness is understanding and discovering own cultural condition and patterns of others'. Culture shock is experiencing anxiety during the process of acculturation.

Culture bump occurs when a person from one culture finds himself or herself in a different, unfamiliar, and rough situation while communicating with people of a different culture. It is resulted because of variation in communication styles, behaviors involving the use of time, space or speaking physical objects such as clothing or artifacts, or even the architecture or decor of a location.

Literature Review

Enculturation builds a sense of cultural or social identity, a network of values and beliefs, patterned ways of living, and, for the most part, ethnocentrism, or belief in the power and the rightness of native ways. Acculturation, on the other hand, involves the process of pulling out the world view or ethos of the first culture, learning new ways of meeting old problems, and shedding ethnocentric evaluations (Damen:140). To understand language, you have to understand that differences in language go well beyond what you find in the grammar and the dictionary. Otherwise, why would my Black and female colleagues and I have had trouble, even though we all spoke the "same" language? (Agar:16) Culture is an elusive beast. Different cultures color the landscape of modern life. But as long as they stay out there, objects of contemplation, problems won't get solved and minds will chug along as they did when we all lived in isolated villages. In this book, culture is about to change from a distant object into a personal experience. Culture may be something they have; all well and good, but personal contact makes culture your own. Until it's your own, culture won't make a damn bit of difference. (Agar:21)

Purpose of Teaching Culture in a Language Classroom

Any one's way of doing things is not a natural law so there will be certain another way of doing the same thing. Seliger established that culture is one of the various aspects that will affect the rate and degree of second language learning. As first stated, language is an inseparable part of any culture and so, culture should be taught along with language. Hinkel noted that non-native speakers are typically perceived to use inappropriate language behaviors and they are even not aware that they do. Agar also strengthens this point in his work *Language Shock*. So, teaching second language or foreign language without teaching culture would lead to inappropriate use of language by a learner. To avoid this, it is mandatory to teach culture in the language classroom.

Problems of Language Teachers in Teaching Culture

In language classroom, the curriculum is generally comprised of language, literature and culture. Most teachers concentrate more on delivering grammar, lexical terms than the teaching culture. Reasons for not delivering cultural aspects in the classroom are common and conspicuous. The tight schedule provided by management is the first and inadequate culture competence of teachers is the second. Damen argued that language teachers should understand, even if language learning and culture learning are mutually dependent and influence each other, the method of delivering both are different. Lafayette strongly argued that teachers should be equipped with both language inputs and culture inputs. To teach culture to second language learner's teachers should adapt to the variety of teaching methodologies and techniques.

Techniques and Methods for Teaching Culture in Language Classroom

Krasner, Blatchford, Valdes, and Brooks and many other scholars advocate different ideas to teach culture in second language classroom. Some felt that newspaper reading would help the students to learn about the culture and some felt watching movies would be an interesting input of cultural content. Valdes opinion that literature will be the best tool to teach upper-intermediate and advanced second language students as at these levels pupils will be more matured and have greater insight. Scollon argued that providing a television in the classroom would support the unconscious learning of cultural codes. Hughes provided various techniques to teach culture in the classroom such as comparison method, culture assimilators, culture capsule, drama, audio motor unit or total physical response, newspapers, projected media and the culture island.

According to National Standards for Foreign Language Learning report, both formal culture (“big C”) and daily life culture (“little c”) are equally important in culture teaching. Another effective way to teach culture in the classroom can be using commercial television as it helps learner through many interesting visual sources. Television provides both big C and little c for learners and some scholars opinioned that latest technologies like the internet and social networking sites would help learners to learn the culture.

Limitations in Teaching Culture in Languge Classroom

Target culture is not always noticeable in textbooks for second or foreign language students and at the same time, teachers wouldn't give payable importance for imparting culture knowledge along with language. Besides these two limitations, learners' lack of cultural awareness would make them experience culture shock, culture bump while learning the language. And undeniably, it is palpable that only language learning (without learning culture) would limit the learners' language competence.


Conclusion

It is evident that learning culture along with language is compulsory as they both compliment and support each other. Learning the second or foreign culture effortlessly to some extent instructs the language. Effective communication is the primary target of language learning and it demands the socio- cultural patterns along with grammar and lexical terms. Thus, learning culture can be a potential factor of language learning.

References

1. Agar, M. 1994. Language shock: Understanding the culture of conversation. William Morrow.
2. Brooks, N. 1959. Language and language learning. Harcourt Brace & World.
3. ---Culture in the classroom. In J. M. Valdes (Ed.), Culture bound (pp.123-129). Cambridge University Press, 1986.
4. ---Learning a second culture. In J. M. Valdes (Ed.), Culture bound (pp.33-48). Cambridge University Press, 1986.
5. ---Principles of language learning and teaching. Pearson Education, 2007.
6. ---Teaching by principles: An interactive approach to language pedagogy. Pearson Education, 2007.
7. Brown, S., & Eisterhold, J. 2004. Topics in language and culture for teachers. Ann Arbor, University of Michigan Press.
8. Byram, M. 1989. Cultural studies in foreign language education. Multilingual Matters.
9. Byram, M., & Esarte-Sarries, V. 1991. Investigating cultural studies in foreign language teaching: A book for teachers. Multilingual Matters.

10. Byram, M., & Grundy, P. 2003. Context and culture in language teaching and learning. *Multilingual Matters*.
11. Byram, M. & Morgan, C. et al. 1994. Teaching-and-learning: Language-and-culture. *Multilingual Matters*.
12. Damen, L. 1987. *Culture learning: The fifth dimension in the language classroom*. Addison-Wesley.
13. Hinkel, E. 1999. "Introduction: Culture in research and second language pedagogy". E. Hinkel (Ed.), *Culture in second language teaching and learning*. Cambridge University Press, pp.1-7.
14. Hughes, G. H. 1986. An argument for culture analysis in the second language classroom. In J. M. Valdes (Ed.), *Culture bound*, Cambridge University Press, pp.162-169.
15. Kramsch, C. 1998. *Language and culture*. Oxford, England: Oxford University Press.
16. Kuang, J. F. 2007. Developing student's cultural awareness through foreign language teaching. *Sino-US English Teaching*, 4(12), pp.74-81.
17. Scollon, R. 1999. "Cultural codes for calls: The use of commercial television in teaching culture in the classroom". E. Hinkel (Ed.), *Culture in second language teaching and learning*. Cambridge University Press, pp.181-195.
18. Seliger, H. 1988. In L. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives*. Newbury House.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>THE IMPACT OF CROSS CULTURAL COMMUNICATION IN CORPORATE SECTOR</p>
<p>Dr. S. Pushpa Latha Associate Professor, Department of English, Sree Vidyanikethan Engineering College, Tirupati, Chittoor, Andhra Pradesh</p>	<p>ABSTRACT <i>Communication is the backbone of inter and intra-organizational coordination, it is essential for the people to comprehend the linguistic and cultural difference among organizations to get the desired results at the workplace. With the increasing number of corporate sectors in different countries is creating confusion in the communication. Effective communication with people of different cultures has become a challenging aspect, in the corporate sectors. A culture impacts the future of countries, as well as individuals. It is noteworthy to understand the cultural differences in order to compete with international organizations which are the key to effective cross-cultural communications. The organizations which fail to understand the impact of cultural communication face several issues of global market on requirements set on employees, and implications of cross-cultural society for individuals. Cross-cultural communication provides an excellent openings to promote global peace and prosperity, however if it is not well managed it may lead to unpleasant consequences such as anxiety, uncertainty, stereotyping, and ethnocentrism due to inadequate cultural knowledge and intercultural communicative skills. In present scenario the corporate sectors are looking for the people, who can accommodate intercultural differences and communicate effectively despite them is becoming of utmost importance. This paper aims to understand the impact of cross cultural communication in corporate sectors.</i></p> <p>Keywords: Culture Difference, Communication, Barriers.</p>

Introduction

Globalization, trans-border trade, internationalization, and cross cultural business are the terms that have been coined over the past decade(s) to echo the actuality of the world economy. Development and success in today's global economy rely on being able to work internationally. People from different countries as well as regions often do things in different ways. One way to explicate difference in behavior is the idea of culture. Culture impacts the future of countries, as well as individuals. Understanding different cultures outlines how companies perform in cross-culturally reflected societies and international markets.

There are numerous characteristics of communication that vary from culture to culture. For example the amount of emotions expressed in various situations, either verbally or non-verbally and the signals that are produced through manners, facial expressions, posture, eye contact, tone etc. may be misinterpreted differently depending upon the receiver's brought up and cultural variety. It is because of these variations in cultural convergence at work place that create considerable challenges to effective communication.

Now-a-days companies are exploring the influence of global market. The people in any business include suppliers, clients and the employees who belong to different countries and they follow different cultures. The necessity for effective and lucid intercultural communication has become a great challenge in securing success in today's work place. Better understanding of

intercultural variations, etiquette, protocol, and communication will definitely lead to achieve the organizational goals. It is largely acknowledged that cultural factors act as unseen barriers in international business communications. Thus, the organizations are expecting people, who can accommodate intercultural differences and communicate effectively. In present scenario the ability to communicate effectively and cross culturally in corporate sectors cannot be undervalued.

Culture

Culture is defined as a particular set of rules, rituals, habits, folklore, language, lifestyles, attitudes, beliefs, customs, morals, codes and traditions that link and give a common identity to a specific group of people at a particular time and place. A societal or national culture which comprise the fundamentals as major historical events such as characters, philosophies of government and economic practices, social customs, family practices, religion, belief, value systems, etc. It is also defined as a high degree of taste, knowledge and interest in arts, literature and other scholarly fields. Culture in organizations are often noticeable in specific styles of dress, meeting, functions and outline of workspaces, ways of thinking and talking about the environment and directions of the business, leadership, and so on.

Any social unit develop a culture over time, may it be a two-person relationships, groups, organization or society. There are mainly 3 functions that are imperative from a communication perspective (1) linking individuals to one another, (2) providing the basis for a common identity, and (3) creating a context for interaction and negotiation among members.

Communication and Culture

According to Edward T. Hall “Culture is Communication”, (Understanding Cultural Differences) Communication and Culture reciprocally influence each other. The culture in which individuals are socialized influences the way they communicate and the way individuals communicate can change the culture. The relationship between communication and culture is a very composite and intimate one. First, cultures are created and shared through communication; where human interact through customs, roles, rules, rituals, laws, or other patterns. It is not that only individuals set out to create a culture when they interact in relationships, groups, organizations, or societies, but rather those cultures are a natural by-product of social interaction.

Cross Cultural Communication

Cultural diversity is omnipresent it exist in national and international level. Cross cultural communication has become purposefully imperative to companies due to the expansion of global business, technology, and the internet. This sort of communication entails a perceptive of how people from diverse cultures speak, communicate, and identify the world around them. The norms of the cross culture are conveyed through verbal and non-verbal communication, for instance a firm handshake is an acceptable greeting in North America whereas a bow is customary in parts of Asia. Direct eye contact in the Western culture is a usually accepted sign of honesty and someone may be considered ‘shifty’ if they fail to make eye contact. For Native Canadians and in some Middle Eastern countries, direct eye contact is regarded as disrespectful and improper. As Adler and Graham referring to Mishler’s work, remark “The greater the cultural differences, the more likely barriers to communication and misunderstandings become. Basic knowledge and awareness of cultural differences (cultural sensitivity) are vital for effective and efficient business communication” (Cross-Cultural Interaction: The International Comparison Fallacy, 515-537). It is evident that these functions are extremely influenced and restricted by culture through behavior of the individual and of group norms or rules that are made in society through communication.

Cross Cultural Diversities in Corporate Sectors

A common misunderstanding among the managers of corporate sectors is that business communication is assumed to be global and not affected by cultural differences. Nevertheless to say that it is obvious that individuals brought up in different cultures think and behave conversely, even in business context. International managers feel it hard-hitting as they need to manage different locations at a time. These locations may differ from origin of their culture, the culture in which people are working and the culture of the organization which employs them. Businesses of all sizes are struggling with how to maximize the opportunities and minimize the challenges of cultural differences.

According to Harris & Moran, “at the root of the issue, we are likely to find communication failures and cultural misunderstandings that prevent the parties from framing the problem in a common way, and thus make it impossible to deal with the problem constructively” (Managing Cultural Differences, 4).

In the world every culture experiences power, bureaucracy, ingenuity, good association, confirmation and responsibility in different ways. But the same words to illustrate them are likely to make us ignorant that our cultural biases and our accustomed conduct may not be appropriate, or shared.

The theory that internationalization creates or at least leads to, a common culture throughout the world would make the life of international managers much easier. McDonald’s or Coca Cola is the best examples to say that the people of different cultures have the same taste everywhere. In fact there are many other products and services fetching common to world markets. What is important to think about is not what they are and where they are found physically, but what they mean to the people in each culture. It is the shared ways groups of people understand and interpret the world. So the reality that one listens to Walkmans and eats hamburgers inform us that there are some novel products that are sold on a universal message, but it does not tell us what eating hamburgers or listening to Walkmans means in different cultures. Dining at McDonald’s is a show of status in Moscow whereas it is a fast meal for a fast buck in New York. (Understanding Cultural Diversity in Business, 14)

It is apparent that an MNC’s organizational culture in one country’s competence may vary from those in other countries. If organizations want to gain understanding and commitment to their corporate goals, policies, products or services wherever they are doing business, they must understand what those and other aspects of management mean in different cultures. Hickson and Pugh suggest that we rarely notice that we have been “moulded by cultural socialization to be the kind of people we are...it is in “culture shock” that we experience what the culture of a society has created, when we are not among our own kind and things happen differently.”

The internationalization of business life involves more information of cultural patterns. Pay-for-performance, for e.g., can work out well in the cultures where the authors might have had the majority of their training in the USA, Netherlands and the UK. In more communitarian cultures like France, Germany and large parts of Asia it may not be so victorious, at least not the Anglo-Saxon version of pay-for-performance. Employees may not accept that individual members of the group should excel in a way that reveals the shortcomings of other members. Their definition of an “outstanding individual” is one who benefits those closest to him or her. Customers in more communitarian cultures also take offence at the “quick buck” mentality of the best sales people; they prefer to build up relationships carefully, and maintain them. (Understanding Cultural Diversity in Business, 15)

Creating Cross cultural Awareness through Training

In order to manage cross-cultural differences, managers need to recognize and admit the existence of differences between cultures. The differences in values beliefs, perceptions and interpretations by analyzing and studying diverse cultures, managers can be capable of understanding the reasons behind business partner's actions and try to find ways to adjust communication to make it more efficient. Hence employees should be given a basic cross culture training which will make them aware of the cross culture in the work place.

Language barrier is the greatest hurdle that encountered in multi-cultural team. Language training should be given for those who have more chances of coming into contact with foreigners.


Enforcement of mutual benefit policy organizations should insist on mutual benefits for all the cultures in work place. Employees while getting parallel benefits as similar to employees of other culture will face a win-win situation.

Conclusion

Cross-cultural communication presents a fine opportunity to promote global peace and affluence. Communicative behavior is believed to be strongly influenced by cultural value systems (Fitz Gerald: Spoken Discourse in Intercultural Communication, 21). Learning to manage cultural differences is a way for all people to become more global in their outlook and behavior, personally and professionally. It may also present unpleasant results if not well managed. Many problems arise in our workplace today as a result of the cultural diversity imposed on communication. Adequate training in cross cultural communication and exposure to other cultures eliminate lack of intercultural communicative skills. Hence cultural differences must be understood and utilized as a resource, for the benefit of every individual in particular and organization as a whole.

References

1. Adler, N. & Graham, J. (1989). Cross-Cultural Interaction: The International Comparison Fallacy *Journal of International Business Studies*, 20(3), 515-537.
2. Edward T. Hall. *Understanding Cultural Differences*. Intercultural Press, 1990.
3. Fitz Gerald, H. (2003). *How Different Are We? Spoken Discourse in Intercultural Communication*. Clevedon: Multilingual Matters Ltd.
4. Fons Trompenaars & Charles Hampden-Turner. 1998. *Understanding Cultural Diversity in Business* (2nd ed.). ISBN 1-85788-176-1, pp.14-15.
5. Scollon, R. & Scollon, S.W. (2001). *Intercultural Communication: A discourse approach* (2nd ed.). Blackwell Publishing.
6. Schein, E.H. 1993. On Dialogue, Culture and Organizational Learning. *Organizational Dynamics*, Fall, 22(2), 40-51.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>APPROACHES ADOPTED BY TEACHERS IN ENHANCING SPEAKING SKILLS AT ELEMENTARY SCHOOLS: A STUDY</p>
<p>Yamuna Kintala Research Scholar, Department of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh & Lecturer in English, Govt. Polytechnic for Women, Srikakulam, Andhra Pradesh</p> <p>Dr. P.V. Ravikumar Research Guide & Associate Professor, Department of English, K L (Deemed to be University), Vaddeswaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Speaking is one of the most effective communicative medium of expressing ideas. Of all the four skills, it has its own distinct identity on the learner with all its influences. Naturally, there is mother tongue influence which is unavoidable in speaking. It is not only the problem of the Indian English speaker but also mother of other non native speakers of the English. It influences the Speaker to convey his message in a passionate, thoughtful and convincing manner. While acquiring sufficient speaking skills, the teacher in the classroom suggests different teaching approaches for developing speaking skill. Generally, most of the teachers follow (a) traditional approach, (b) communicative approach and (c) eclectic approach. The present paper exposes the techniques and tools used by the teacher and learner in enhancing the speaking skills. ICT, web-based technology and technology with pedagogical skills are the proposed elements where the teachers working in the rural areas are suggested to adopt in perfect improving speaking skills in English for the slow learners students.</i></p> <p>Keywords: <i>Speaking Skills, ICT, Web Based Technology.</i></p>

Introduction

Everyone knows, in the present day context, communication skills in English are highly essential in every walk of life. It has emerged as a basic and fundamental skill for everyone to have sufficient knowledge of communication in English is the key to success in their profession whatever, they choose. All the four skills i.e. Listening, Speaking, Reading and Writing; one should realize that all these are complementary to each other. Among them the present paper limits itself to the Speaking Skill which is one of the important Skills to be developed as a means of Effective Communication. Even in job interviews Speaking Skill plays a major role. A person without Speaking Skill will suffer in this era of competition and couldn't prosper in higher education and career. The modern world of media, mass communication and internet demand a good knowledge of English oral skills.

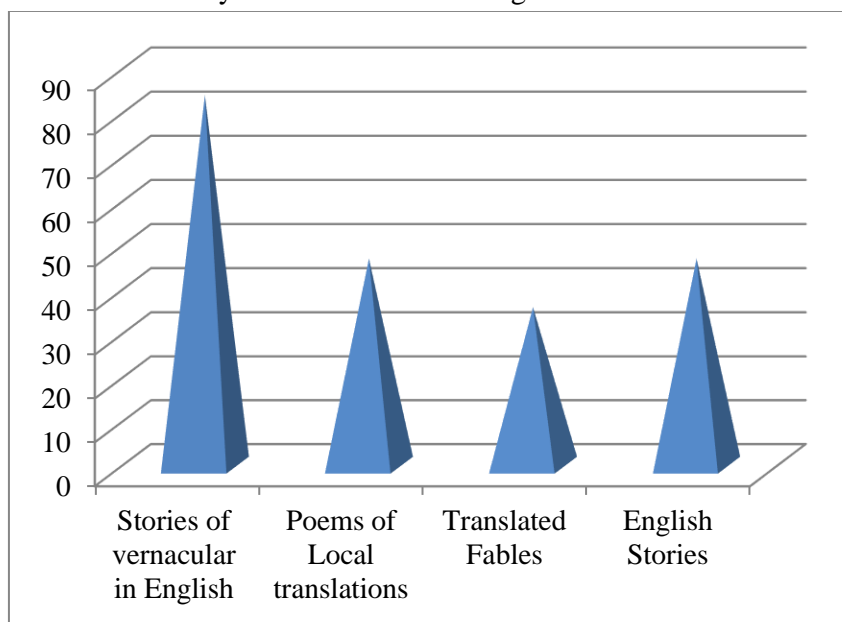
For the purpose the study, the researcher has taken the self experience as a teacher in govt. polytechnic college. With the best of experience, the researcher observed the students inability to improve themselves in English speaking skill ever after following various methods and approaches in making them to speak perfectly. As a study, first, the researcher has taken the curriculum for investigation. The curriculum designed for them focuses all the four skills with all the necessary exercise and practice methods. After going through the study, the researcher observed that there is a striking difference among the four skills designed in the curriculum. Top priority is given only to the writing skills, Reading and Listening skills, the least priority is given for speaking skills. Mostly it has happened in the primary and secondary levels. After careful observation in the 2 districts of the Eastern Andhra Pradesh viz., Srikakulam and Vijayanagarm, it is also found that the teachers fail to pay much attention on speaking skills which is highly essential the pedagogical growth of the learner. As a result, the researcher prepared a semi structured interview with the students and teachers in the area. Most of the teachers follow the

traditional methods of the using four skills in the elementary and secondary class rooms. Even the students are also much interested in following the traditional methods in the class room for the improvements of their speaking skills in English language.

No. of Teachers - 28			No. of Students - 214		
Traditional Method	Communicative Approach Method	Eclectic Approach.	Traditional Method	Communicative Approach Method	Eclectic Approach
12	09	07	92	86	36

Elementary level students are more enthusiastic and active for learning a foreign language. Imitating abilities of a child is more in the primary school age. Grown up students feel shy and fear while learning speaking skill. Elementary level students do not have shy or fear while learning any new thing. Their natural curiosity and need for new knowledge enables the teachers to use proper approach in order to develop speaking skills of children. Now English is taught in primary and even in pre-school education.

When the students are asked to know in what type of speaking areas that they are mostly interested, most of them responded to the stories of vernacular in English translation works and even poems are also they are interested to recite them in the regional language English translated because they opine that the style and the version of the translated English version of the text is very easy to understand and easy to communicate in English.



The researcher wanted to make is clear when the work ‘Approach’ is used in the paper which projects a way of dealing with someone or somebody while method is the process used or the steps taken to deal with an issue or a person. Bailey (2005) and Gosh (2007) have proposed methods to enhance speaking skills by means of syllabus design, teaching approach, different tasks and activities.

Approaches To Develop Speaking Skills
Traditional Approach

In this approach, the environment is teacher centered. Power and responsibility is primarily teacher centered. The teacher is the Instructor & decision maker. Learning takes place in the classroom. The content is most important and students master knowledge through drill and practice. As the imitating ability of a student is more at elementary stage, drill and practice also helps the child to develop speaking skill.

Communicative Language Teaching Approach (CLT)

It has been observed that students were able to read and write in English but when it came to Speaking skills they failed to do so. Educators felt that in order to speak in English, Communicative Competence is necessary. CLT is an Approach that emphasizes communicative competence and interaction as a means to teach Speaking skill. It is a learner centered Approach where the teacher is just the facilitator. CLT is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used and this will allow them to learn to use the language. CLT enhances Listening and Speaking through interactive tasks such as role play, public speaking, dictation, and debates among others. CLT is an Approach rather than a method because it invites tremendous openness for Individual analysis and disparities which is not possible by other methods. It emphasizes interaction as both the means and the ultimate goal of study. Learners converse about personal experiences with partners. CLT is based on learning Language through the process of social Interaction. In CLT Approach, oral activities are more in the classroom. Some of the classroom activities like Role play, Interviews, Group work, Information gap, Opinion sharing and so on.

Eclectic Approach

It is an approach that is not based on a single method (e.g., task based teaching) but that draws on several methods and principles that are made use of in practice. It is a problem based approach to teaching. This approach combines various approaches and methodologies to teach language depending on the aims of the lesson and the abilities of the learners. Different teaching methods are borrowed and adapted to suit the requirement of the learners. It is neither a teaching tool for the teacher or a learning method for the learners. The Eclectic method combines elements from traditional and cognitive methods to deliver on the strengths of both. Eclectic Approach is a desirable, coherent, pluralistic approach to language learning teaching. The salient features of Eclectic Approach include participatory approach, communicative approach and Situational approach. Teaching of speaking skill has inherent difficulties. Most Teachers have reported that the methodology in particular to be followed has not adequately tapped for any level of teaching. Hilderth described that Educators experimenting with the natural method of teaching as a process where listening and speaking are to be used simultaneously.

Views of Language Acquisition and Development

The behaviorists believe that learning is a result of a series of stimuli and responses. Repetition of structures automatically made to produce language among the learners. But these behavioristic ideas were rejected by Chomsky (1986). Chomsky believes that children are born with a Language acquisition Devise (LAD) and have an inherent ability to learn any language. They are also able to pick up and process Language that they hear around them easily.

According to the Cognitive theories, Language learning is the result of the human brain forming networks of associations based on the input received .Piaget(1959) postulates that children interact with their environment to obtain knowledge. Vygotsky (1962) maintains that the child acquires Language by engaging in conversation with adults. Lenneberg (1967), a psycholinguist, postulates Crytical Age hypothesis for Language Acquisition. According to him Language acquisition can easily occur between the age of two and the age of puberty that is around the age of twelve. After this the Acquisition process is slower. So, even the development of speaking skill at elementary level will be easy if we follow an appropriate approach according to the level of the students.

Canale and Swane rightly said about the four dimensions of speaking skills. They are grammar competence, socio linguistic competence, discourse competence and strategic competence (Richard, 1986, p.71).

Vocabulary

We can develop the knowledge of vocabulary by listening to various language videos, reading various books and dictionary. Speaking is the best way to boost up our vocabulary. Elementary level students should be exposed to various Audio visual Aids so that they can listen and develop the vocabulary. Repetition of words and sentences is the best way to develop vocabulary among the students of primary school age. Drill and practice also plays a great role. Even by showing some pictures and asking them to identify it. If they are unable to do it first the teacher has to say the word and then ask the child to repeat it many times.



Grammar

In Elementary stage the students may not understand the rules of the grammar. So we have to give some structures related to the real life situation and make them to repeat the structure. Similar type of structures should be taught to the students by Drill and practice i.e. mostly by Oral repetition. Even by ICT the teachers can teach the structures related to grammar.

Pronunciation

Mostly the non native speakers of English find it difficult to pronounce the English words as they are. Silent letters, Word stress and Intonation make the non native speakers difficult to pronounce the English words. So in order to develop good pronunciation, Audio visual Aids play a great role. At Elementary level, students have good imitation skill along with good grasping nature. Even the IQ levels are more at Elementary level. So it is very easy for them to grasp and imitate the sounds of the words as they heard. Even they do not feel afraid or shy to pronounce the words at the primary school age. Repetition Drill and practice also plays a great role. In primary school age elocution and recitation are main sources to master the sounds, rhythms and intonation of English language through repetition.

Now-a-days it is possible to use traditional and modern technologies either separately or in integration. Internet Communication Tools has begun to be used in education, especially in English Language Teaching. Web based learning is one of the fastest growing areas in education. ICT provide opportunities to create well designed, student centered, interactive and flexible e-learning environment (Khan, 2005). Now-a-days web based technologies and useful internet Sites such as mobile devices, Skype, Email, blogs and chats help to develop speaking skill.

Classroom Activities to Develop Speaking Skill of Elementary Students


- a) Drill and repetition.
- b) Reading aloud.
- c) Students listen to audio visual aids and then they repeat.
- d) Picture description along with repetition.
- e) Story telling along with repetition.
- f) Listening to rhymes and words by using ICT and then recitation.
- g) Drill and repetition of daily routine activities using English words and sentences.
- h) Development of vocabulary as well as pronunciation by using audio visual aids.
- i) Frequent listening to music, watching movies, listening to the radio, watching television programs and multimedia websites.
- j) Classroom interaction between learners and teachers.

Conclusion

In this study the researcher discussed the various approaches for enhancing speaking skills of elementary students. This paper also aimed at an integrated use of modern techniques and approaches like eclectic approach and also to enhance the speaking skill of elementary students by using ICT in teaching learning process. Even by using these integrated approaches the student will be able to learn both listening and speaking in an intertwined way.

References

1. Richards, J.C., & Rodgers T.S. 1986. Approaches and methods in language teaching. Cambridge University Press.
2. Elena Stakanova. (2014). Different approaches to teaching English as a foreign language to young learners. *Procedia - Social and Behavioral Sciences*, 146.
3. [https:// en.Wikipedia.org/wiki/ communicative language teaching](https://en.Wikipedia.org/wiki/communicative_language_teaching)
4. Musum Billah. 2015. Eclectic Approach to teaching Language, 1436, HIJR.
5. Jack C. Richards. Principles of the Eclectic Approach.
6. Najeebullah. 2018. Effect of the eclectic approach of teaching and English communication skills at elementary level. *MJLTM*.
7. Chinta Praveen Kumar. (2013). The Eclectic Method - Theory and its application to the learning of English. *IJSRP*, Vol. 3, Issue 6.
8. Tunku Mohani Tunku Mohtar. 2015. Developing the speaking skill among ESL Elementary learners, *AJELP*, Vol. 3.
9. [www.english mate.com/developing four essential skills-listening, speaking, reading and writing](http://www.english_mate.com/developing_four_essential_skills-listening,_speaking,_reading_and_writing)
10. Harley, T. 1997. *The Psychology of language*. Psychology Press.
11. Yulia Morozova. (2013). Methods of enhancing speaking skills of elementary level students. *Translation Journal*, Vol. 17, No.1.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>CREATIVE APPROACHES IN THE TRANSLATIONS OF DAMODAR RAO K</p>
<p>Dr. V.V Subba Rao Associate Professor of English, Chalapathi Institute of Technology, Mothadaka, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>When a text moves from one language to another, one society to another and one culture to another, it is logical that it displays in its changed contours the inexorable logic of metamorphosis. All things in nature including culture are subject to change. The excitement of translation is that it shatters the comfortable illusion of unity that our primary languages give us. To translate is to explore the frangible edges of literary universe, where languages exert contrary gravitational pull on each other. India is a linguistic galaxy of unparalleled richness. This paper aims to present variety of positions of translation rather than rigidly settle for on 'correct' approach is evidence of the kind of tolerance of mind and spirit of translation studies in combined state of Telugu language. This paper examines the creative approaches applied in the translations of Damodar Rao K.</i></p> <p>Keywords: <i>Linguistic Galaxy, Creative Approaches.</i></p>

Introduction

Translation of a literary text is a matter of appreciation, compiling involves accumulation and editing implies an inclusion and exclusion. When a translator becomes a compiler and editor, the scope for subjectivity becomes wider at one level but by the same token, it gives enough freedom for the participant to be as comprehensive and representatives as possible. Telugu occupies a pride of place in the regional languages of India where poetry is the dominant mode of expression in Telugu. Especially, the two decades of 1981 to 2000 witness proliferation of poetry on an unprecedented scale and it became the dominant medium of expression. It was the flavor of the day. Many poets established and the new voices have all contributed to the multiplicity and variety of the poetic scene of these two decades. Besides, there were new trends and movements which in some cases the already existing theories of the day are being questioned.

K. Damodar Rao is a well-known critic-translator. He has to his credit a pioneering critical work, 'The Novels of Aye Kwei Armach' (1993) and over a score of articles in areas of African fiction and Indian fiction in English. Along with two of his colleagues, he has edited an anthology of essays "Postcolonial Theory and Literature" published in 2003. His areas of interest are protest literature, comparative literature and translation studies. He is the Associate Editor of Kakatiya Journal of English Studies for eight volumes including special numbers on Mahaswetha Devi, New Indian English Fiction, and Re-presentation of History in Indian Fiction into English. He has translated extensively from Telugu into English and his translated poems and short stories have appeared in reputed literary journals.

The following translation works of K. Damodar Rao are taken for finding how the translator brought the poetic sensibility of the poet into another language. They are "Pride of Place" (2011), "Scent of the Soil" (2012), "Ode to Frontline Formations" (2013). All these anthologies are born out of poems related to various literary, political and cultural movements of the region. The first one "Pride of Place" is an anthology of Telugu poetry 1981-2000. The poets of two decades of this selection gave versatile instincts of the poets of the age. In addition to

various literary and cultural movements and trends, the poets gave top priority to the noble personalities like Ambedkar, Sri Sri, Ajanta, Ken Saro-Wiva, Safdar Hasmi, Shanker guha Niyogi and Nelson Mandela. A noble personality is always a source of inspiration and admiration to generations together irrespective of geographical boundaries. There are such poems reflecting different states of human life, physical and spiritual interpretations of life and death, happenings like the fall of communism, migration of youth to the West in search of jobs, demolition of Babri Masjid and chaotic situation prevailing in Telangana region have all engaged the attention of the poets. Secularism in Indian context is all embracing and syncretic not exclusivist as in the Western mores. It presupposes a system that does not depend on religious stands. Tolerance and peaceful coexistence have been cherished by an Indian since times immemorial. When a situation contrary to this emerges, its effect could be a shattering one. Social awareness and sympathy for all the progressive thought of the times have always signified Telugu free verse. Coupled with this profundity, the gift for memorable language, spontaneity, musical intones and rhythms, discreet use of the idiom make Telugu poetry occupy a pride of place in Indian literature.

Some of the poems in this anthology have appeared in literary journals in the early part of the new decade. While publishing these poems, the translator ignores the popularity of the poets but rather the merit, poetic sensibility of the poet and intrinsic worth of the poems which appeal to a reader. W.H. Auden once wrote that a true poet besides having a gift of high order for memorable language should have a profound understanding of the age in which he lives or a working knowledge of and sympathetic attitude towards the most progressive thoughts of his times.

Scent of the Soil is a selection from Telangana Kavitha 2006-2010. This selection reveals not only the aspiration for separate territory but also the resistance against political and cultural domination. It is an attempt at preserving their ethos, cultural practices and self-rule. In liberation aesthetics, the first phase is marked by a celebration of native history, culture, important places and glorification of its illustrious heroes so as to instill confidence while reminding the people of their past glory. This is the phase of reclamation, resurrection and recreation. In this anthology, poems like 1, 2 and 14 celebrate the cultural manifestations and festivals, poems like 7 and 12 historical monuments and places, poem 11 remembers a noble personality. The second phase of the selection is marked by protest literature where poets became vociferous in their assertion protesting against many inequalities and injustices. Employing different poetic strategies like metaphors, irony, satire and pathos, the poets express their resentment against the continued exploitation. The main purpose of this anthology served if the rest of the country takes a note of the anger, anguish and passionate wish of the people of Telangana for their statehood based on sound logic, reasoning and historical facts. This desire of the poets became fruitful and separate state is given to the people of Telangana in 2014.

Ode to Frontline Formations is an anthology of Telangana Movement poetry during 2000 to 2011. It is the reflections of poems published in "Munum", a row, ambit or an expanse. There are a few poetic collections in Telugu like Mattadi and Pokkili which were published a decade ago with successful expectations of the goals. They are highly penetrated into the heart of the people and their leaders with intensity of Telangana importance. The poems of these twelve years of struggle are compiled into "munum" which reflects the reality of politics and how identity of politics could be expressed through art and literature. While Mattadi and Pokkili reflect the beginning of Pro Telangana stance Munum made it a struggle. 154 poems have been translated into English representing different voices of the people. This anthology of movement poetry

conveys the nuances and rhythms of Telangana life, experience and expressions. It articulates the deeply formulated aspiration of the people for the formation of a state of their own.

In recent Telugu poetry, one can find a marked change in style, form in tune with content and tone. Various political, social and literary movements of the world influenced Telugu poetry so much so that many poems read like poetic manifestoes. Apart from traditional and classical way of writing, so one can find abundant ways of writing, themes, styles, oral and revolutionary idiom in Telugu poetry conveying a large scope, but ridden with risks for the translator. Dalit, Feminist, Progressive, Revolutionary, Minority strains in Telugu poetry, in particular, dominated the literary scene in the last two decades of the 20th century. The smell of the soil, class struggle, democratic and humanistic strains, protest against oppression of all forms and manifestations became part of the poetic expression; poets from different social-economic strata have started giving a shape to their ideas. Some of them acquired world wide popularity in literary circles through the medium of English translations. The modern Telugu poetry in English translation published in literary journals reflects the creative sensibility and temperament of Damodar Rao as also his panache for mechanics of translation and flair for language and style. The seemingly simple yet profound poetic statements comes naturally in his translations and it must be the reason why the great Telugu poet Guntur Seshendra Sharma termed him “the wizard of translation” in his Preface to *Brilliance Jewelled Swan*. Many other translations of K. Damodar Rao clearly show the specific interpretive perspectives that each reader can grasp the content and atmosphere of the poem. His choice of words used for translation reflects the multiplicity of possible approaches that can be generated in individual understanding the text. Once the poem has been taken apart on the multiple layers, the reader will gain a sense of how words, images and situations interact in a given text. It shows the art and craft of translation.


Conclusion

Translators like K. Damodar Rao place the verbal texts themselves inside the word to think out its magnetic field, to uncover the streams that flow into the semantic fields of other words. As soon as a word is surrounded by other words, it begins to lose some of its clearly defined contours and generates new ways of thinking about the word. This process of visualization requires a constant activity from the reader and translator to see words in relation to others. The translator chooses the words that indicate a similar direction of thinking in order to create a particular atmosphere or aesthetic experience within a given work. K. Damodar Rao reinforces his experience of reading as appreciation in a source text for the reader of target language. The labour of love of Rao is all the more commendable as the feel and worth of the poem seems to be the sole criterion for translation and that’s how he came to be known as a one “mostly dedicated to bringing to limelight the popular and unsung Telugu poets through his translations.” A common credo of all his translations is that they are all anti-authoritarian, anti-hegemonic celebrating values of freedom, dignity, democracy, equality and humanism. Personal gestures are thus converted into political postures in Damodar Rao’s translation activity-as-empowerment.

References

1. Damodar Rao, K. 2000. *Brilliance-Jewelled Swan (Poetry Translated from the Telugu)*. Calcutta: Writers Workshop.
2. Damodar Rao, K. 2013. *Ode to Frontline Formations: An Anthology of Telangana Movement 2000-2011*. Hyderabad: Telangana Sahitya Samakya.
3. Damodar Rao, K, 2006. *Pride of Place: An Anthology of Telugu Poetry 1981-2000*. Hyderabad: Palapitta Publications.

4. Damodar Rao, K. 2012. Scent of the Soil: Selections From Telangana Kavitha 2006-2010 (Ed.) Hyderabad: Telangana Books.
5. Ramesh, Sunkara. 2008. Telangana Kavitha 2007. Hyderabad: Matti Mudranalu
6. Ramesh, Sunkara. 2009. Telangana Kavitha 2008. Hyderabad: Matti Mudranalu
7. Ramesh, Sunkara. 2010. Telangana Kavitha 2009. Hyderabad: Matti Mudranalu
8. Ramesh, Sunkara. 2011. Telangana Kavitha 2010. Hyderabad: Matti Mudranalu

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TRAVELOGUE TRANSLATION - A LINK BETWEEN CULTURE AND LANGUAGE: A STUDY ON VIKRAM SETH'S "FROM HEAVEN LAKE"</p>
<p>B.R. Lakshmi Research Scholar, JNTUA, Anantapuramu, Andhra Pradesh</p> <p>Dr. G. Hampamma Vice-Principal (Academics), MITS, Madanapalle, Chittoor, Andhra Pradesh</p> <p>Prof. V.B. Chitra Department of English, JNTUA, Anantapuramu, Andhra Pradesh</p>	<p>ABSTRACT <i>The objective of man's interest of travel from one place to another place is the spirit of adventure, quest for knowledge, earning daily bread and a few others. There are many people with literary interest started recording their experiences of the travel in different places of the world. They are also treated as recorded evidences for historical supports. They placed an important role in the literary circles also. 20th century literary world coined a word "Travelogue" identifying them as the part of literary genres. The writers who recorded their observations during their travel explored various literary, cultural, linguistics and life styles of the places they visit. Sometimes these ideas are reflected in some of the autobiographies. The Chinese travelers to India and their writings have a great connection with history, explorations, and adventures in its literary and non literary explorations. Telugu poet, Srinatha's "Kridabhiramam" exposes social and cultural life style of people during Kakatiya period. This paper focuses on Vikram Seth's "From Heaven Lake" how it describes the culture and life style of the places. From Heaven Lake is a leisurely account of Seth's travels and has some truly poetic descriptions of the natural landscapes of China and warm evocations of ordinary Chinese men and women with whom he struck up friendship. He book offers an intriguing exploration of places and people in China and Tibet. In his brief introduction to the first edition of the book, Seth tells us that the journey was undertaken when he lived in China as a student at Nanjing University from 1980 to 1982. In the summer of 1981 he returned home to Delhi via Tibet and Nepal. The land route, which he followed on his hitchhiking journey in trucks, originated in the oases of northwest China and went on to the Himalayas crossing four Chinese provinces: Xinjiang (Sinkiang) and Gansu in the northwestern desert, the basin and plateau of Qinghai, and finally Tibet. The travelogue, he says, is based on the journal that he kept and the photographs which he took on the journey.</i></p> <p>Keywords: <i>Travel, Life Style, Journey, Landscape, Explorations.</i></p>

Vikram Seth's 'From Heaven Lake' is a journey account of his travels through India, Tibet and China borders observing the natural landscapes which are pure descriptions of people, culture and traditions. He did not take the usual routes; he followed the routes usually not taken by tourists. As a result he came across people who are from the different society, he stopped on those off routes, made friendships and learnt about their lifestyles, feelings and urges. This is why the travelogue represents a large variety of Chinese working class people including Hans, Uighurs, Kazakhs, Muslims, Confucians, Buddhists, mothers, young children, young men and women, Christians, petty officials, shopkeepers, and truck-drivers. It's basically these working class male people who dominate his travelogue. For this journey, he used the cheapest mode of transport and as such stops here and there, joins people in their local fervor and gaiety. The truck

driver Sui with whom he travels on his long journey introduces him to his many friends and relatives with whom they spend nights and meal times. Some of Sui's friends with whom he spends time are, Norbu, the young Tibetan at Lhasa; Gyanseng, the Tibetan co-passenger on the truck and Sui's fifteen year old nephew Xiao San. The book is set in a communal setting, and it describes people, conversations, food and natural scenery with a great deal of affection.

This travel experience of Seth has two sets of his travel observations. At first, this journey is the official tour of the foreign students to the deserts of Turfan, Heaven Lake and Xian organized by the Chinese government. His travels begin right in the middle of the desert. The Second, he takes us straight to a middle of a hot July morning into the Turfan desert. The travelogue displays maturity, confidence, narration, and description power of the writer. Seth gets tired of his group and leaves them to move freely and goes to Heaven Lake, Tian Chi, a mountain region of great natural beauty. He has carried with him two books in his travel throughout China-translation of Confucius's 'Analects' and the other is V.S. Naipaul's 'India: A Wounded Civilization'. Seth is completely immersed in the beauty of the Heaven Lake, he cannot but appreciate Confucius student in the 'Analects' who gives the following answer to his Master's question as to what he would want to do to prove his abilities to the world: In late spring , after the spring clothes have been newly made, I should like, together with five or six adults and six or seven boys, to go bathing in the River Yi and enjoy the breeze on the Rain Altar and then go home chanting poetry. The quotation sets the pace for the narration of experiences and also enjoys the hospitality and warmth of the Chinese people.

He also learns about their ways and culture of life. His meeting with a young Muslim scholar in a mosque at Xian makes him know the kind of life they led during the Cultural Revolution. Again his meeting with Norbu and his family in Lhasa makes him understand the horror of Chinese onslaught on the Tibetan people. Seth has keen sensory flights as well as observance details. Xinjiang is a desert province with the huge Tarim Basin at its centre and Turfan is basically as oasis town in Xinjiang and the agriculture of this area mainly depends on subterranean water-resources preserved and transported through an ancient construction system. Study of this was one of the academic reasons for the tour. Learning about the economical aspect of the area was largely a consideration for the student group. Seth takes off his shoes, shirt and drops them into a karez, a narrow underground tunnel that brings water from the mountains. Seth's kindled daringness was witnessed by the others in the group and the official tour guide is horrified. But Seth has no problem in handling of the locals, he handles them quite well.

Seth's second journey is after the official journey. After reaching Nanjing University, Seth just has a day to prepare for the long and risky journey to Tibet. He knows he has to take an overland journey and just had a month's time for the new route which was his new journey plan. Seth wrote to his parents about the change of plans and told them he will return through an interesting route. He takes him with the necessary documents to reach Luyuan his final destination by train. Seth hitchhikes trucks to travel to Lhasa and on the way meet people and places. Seth's From Heaven Lake is an exotic journey - China to Tibet to Nepal then to Delhi. The return home is distance cover more makes the journey very enterprising. The travelogue tries to present the oriental cultures, its exoticness purposively to wrest the civilized and western traveler.


Seth's travel makes one transport to the place in a lived imagination. Seth's way of dealing with the people in foreign lands and the compassion and respect he partakes is about his cosmopolitan way of bringing up. Cosmopolitan is Seth's economic and social privilege and his way of making himself accept in that world. Seth does not accry to anything but envisage his own

country. He is a pure humanist who softly enters the other world easily. From Heaven Lake have familiar surroundings of Seth's world of humanism relating to the universal bonding to enjoy the natural world. Again, the flute in the midst of Kathmandu city lends a common musical universal. Seth feels, to hear any flute, is to be drawn into the commonality of all mankind, to be moved by music closest in its phrases and sentences to the human voice. Its motive force too is living breath, where one needs to pause and breathe.

Seth replicates that if India and China were harmonious towards each other, almost half the world would be at peace, yet he knows that, unnatural by geography, the heartlands of these two great cultures have had almost no contact with each other in history. Seth was writing in the early 1980s and required patience and high opinion between the two nations. He feels to know and learn another great culture is to supplement one's life. The Indo-China War does have scratch mark left behind which slowly are being erased and new ways sought to venture into each other's world, because both are power in their own way, India edging out of the English visage and formulating her own identity. He expresses disapproval of Cultural Revolution for its annihilation of Chinese historical and cultural legacy, he feels for which China mislaid a huge wealth. It was hunger, destitution and economic disparity that led to the rise of Mao and the Communist beliefs. A lot has changed since Seth's *From Heaven Lake*. 21st century has seen both India and China expanding liberalization and globalization, both have become huge powers; underlining of cold demeanor is always there.

References

1. Bassnett, Susan & Harish Trivedi. 1979. *Post Colonial Translation: Theory and Practice*. London. Routledge.
2. *From Heaven Lake, Travels through Sinkiang and Tibet*. London: Hogarth Press, 1983. New Delhi, Penguin, 1990.
3. Rohini Mokashi Punekar. 2008. *Contemporary Indian Writers in English, Vikram Seth, An Introduction, A Travelogue: From Heaven Lake*. Foundation, 2008.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>LEARNING BY DOING: ENHANCING ESP LEARNERS' PRODUCTIVE SKILLS USING PROJECT-BASED LANGUAGE TEACHING</p>
<p>V. Chandra Sekhara Rao Research Scholar, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. Ajit Kumar Pradhan Assistant Professor of English, VFSTR Deemed to be University, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The present paper makes an attempt to study various ways to enhance creativity and innovation among ESP learners' productive skills namely writing and speaking skills. A total number of 120 graduate technical of first year Bachelor of Technology students of JNTU, Kakinada and four faculty members teaching English are the sample of the study. The methodology adopted is project-based method of teaching where the students were assigned to undertake a project based on their interest with some guidelines and encouragement from language teachers. It aims at developing learners' language development by arousing curiosity through various activities like creating a poster, designing advertisements, classified advertisement, launching a product, role play, enacting a skit and a street play and other similar activities. The study is limited English language productive skills namely speaking and writing only.</i></p> <p>Keywords: Project Based Learning (PBL), Creativity, English for Specific Purpose.</p>

Introduction

According to Compact Oxford Dictionary Thesaurus, "Creativity is involving the use of the imagination or original ideas in order to create something." Chambers Dictionary defines creativity as the ability to create and artistic works. Creativity also means different things to different people thinking differently, writing differently, speaking differently, creating something differently, and presenting differently.

Literature Survey: Approaches to Language Teaching

There are various methods of teaching English for various age groups of target of learners, and various purpose, materials, and testing and measuring the learning English language. The teacher of English is to decide the best suitable for the target group. "If the teacher engages in classroom activity with a sense of intellectual excitement, there is at least a probability that learners will begin to participate in the excitement and to perceive classroom, lessons mainly as learning events as experiences of growth for themselves." (Prabhu, 1992:2329)

For many years teachers were advised not to use students' native language. Direct method came because of grammar-translation method made vast use of translation but the students fail to communicate in the target language. Cook advocates Community Language Learning because of the principle of using known language to unknown language. This method fairly uses to establish meaning and correspondence between languages. Direct method associated with the target language. Audio-Lingual Method produces and sound patterns to overcome native language habits conducts oral and aural skills. The cognitive code Approach uses inductive or deductive grammar exercise. The silent way develops inner criteria is correctness by becoming aware of Target language works by focusing the student attention and provide meaningful practice. The Desuggestopedia uses meaningful texts and emphasizes vocabulary and it helps the learners to overcome psychological barriers by teaching lengthy dialogues through musical accompaniment is playful practice. The community language learning is created by community.

Genesis of Project Based Learning

John Dewey is the father of project-based learning. He strongly believed that the students' intuitive urge and strong reason for learning are the driving force to pursue. He laid stress on Coufalova's key words "learning by doing" and the emphasis of William Heard Kilpatrick on student interest to convert content of text to project. The main criticism of project method was unstructured and lack of vigor was overcome by the greater knowledge of Project-based Learning and its implementation by Czech national educational system.

Strengths of Project-Based Learning

PBL is crucial component of framework education programmes galvanized Czech curriculum because of internet enabling access to vast information and creates conducive environment of PBL implementation. Jezberova emphasizes on personnel and social competences. The dynamic changes in employment brought in dynamic changes in education. It focused on communication and cooperation. It advocates team cooperation, responsibility and autonomy. In the first place student's involvement, choice of work, enhances innate motivation with their novel ideas, views, and personal approach. In the second instance PBL facilitates the learner to encounter reality; they apply textual knowledge and gathered information to solve the problems. It transforms the students into dynamic teams to resolve the problems creatively, intelligently. Taddi emphasizes that creativity and logical reasoning are crucial for solving the problems. Both the teachers and the students are expected to create programs. The teachers' feedback propels the realization of the students' project.

Constraints of Project-Based Learning

Kratochivilva throws light on the reasons for PBL as not successfully implemented because of overestimation, over-usage of School Education Programme, the demands on the teacher's preparation time, materials, equipment, and student discipline. Heines discourages the use of directive approach and advocates non-directive to support students' participation. The teachers should know their students' capabilities. Svobodova proposes that there should be balanced between the intervention of teachers and allowing the ideation of the students.

The avoidable teacher's mistakes are: (a) underestimation of project works, (b) ignoring students' abilities for team work, (c) incorrect planning, and (d) planning either short or too long project work to sustain interest and maintain consistency.

Thus, before using project-based learning in the classroom, a teacher has to be careful and conscious of the above possible constraints.

Elements of Project-Based Learning

The four key elements of PBL are: firstly, the role of teacher as facilitators and an expert to guide, counselor, and evaluator. Secondly, the roles of the students are to be organized by the teacher to assign specific role basing on the abilities, and every one access self assessment and team's assessment. Thirdly, the content of curriculum is to be connected to the project by the teachers. Fourthly, realization of project by the students in the class by the teachers extending ample opportunities beyond the classroom to explore.

Types of Projects

PBL depends on various factors like students' age, level, and interest, time factor, and the expertise of teachers. According to Kilpatrick there are four types, first, problem-based projects to solve problems, secondly, construction-based, thirdly evaluation-based and finally drill-based ones. Dvorakova advocates spontaneous projects, because of strong motivation, maximum involvement because of involvement. Coufalova stresses on creating conducive classroom environment of mutual trust, tolerance, and collaboration. The students should come up with their

own topic of their interest and secondly the teachers give specific topic or problem and help the students to accomplish.

The Role of PBL in English Classes

Beckett (2000) finds the role of PBL in L2 classroom is interchangeable terms project approach, project-oriented approach, project based instruction, project work. He observes the chances are provided 'to interact and communicate with each other and with native speakers of the target language in authentic context.' (2002, p.54) He observes teachers of PBL have mixed feelings were positive, integrating subject content with social skills while implementing PBL increases tension, dilemmas, and frustration among the students. The teachers should show systematic framework accepts potential benefits to the students or the students switch over to textbook centric to apply the knowledge later.

Teachers' Roles and Challenges in PBL

The learners are able to practice the use language either very briefly, or precisely or expressing a long sentence. The learners learn vocabulary differently like tongue twisters, quiz, crossword puzzles, creating a new visual poster, presenting a short story in the form role play, s kits, and street plays. The teachers motivate, encourage the learners through providing source of information, planning Team learning, assigning tasks according team members individuals abilities, fixing the time limitation for execution, constantly monitoring team's progress, appreciating good work done, and developing self esteem. The teachers face challenge to assign suitable project, defining the problem statement, framing research questions, pursuing the learners closely involving, or engaging the individual learning activity, reflecting, critically assessing the learning out comes and sustaining the interest and curiosity and accomplishing the project. Here the teacher acts as resource person, and facilitator.

Strategies to Implementation PBL

The following strategies may be adopted to implement PBL in the language classroom.

1. The teachers expose the students to an engaging topic that encourages the students to think.
2. The teachers provide research questions to probe, investigate and drive the project.
3. The teachers and the students design a plan that lays out clear steps to follow.
4. The teachers assign a time schedule, with a flexible deadline to accomplish the task.
5. The teacher's guide, monitor the students progress and give direction to the students.
6. The teachers guide the students drafting final presentation before the class.
7. The teachers and the students reflect on the student's presentation in order to refine and perfect.

Relevance PBL to Technical English Course of JNTU Kakinada

The students of first year B.Tech. are prescribed with the text books for English I are 1) English for Engineers and Technologists Published by Orient Black Swain and 2) Panorama: A Course on Reading (Published by Oxford University Press). For English II, the course books include 1) English Encounters: A Textbook to challenges in communication (Published by Maruthi Publications) and 2) The Great Indian Scientists (Published by Cengage).

English for Engineers and Technologists deals the topics like 1) Human Resources, 2) Transport: Problems and Solutions, 3) Evaluating Technology, 4) Energy: Alternative Sources, 5) Our Living Environment and 6) Industry: Strategy and Training. Panorama: A Course on Reading covers the topics 1) An Ideal Family by Katherine Mansfield, 2) War by Luigi Pirandello, 3) The Verger by Somerset Maugham, 4) The Scarecrow by Satyajit Ray, 5) A Village Lost the Nation by Krishna Chandra Pujari and 6) Martin Luther King and Africa by Chinua Achebe.

English Encounters deals the topics 1) The Greatest Resources - Education, 2) A Dilemma: A Layman Looks at Science, 3) Culture Shock: Adjustment to New Environment the Lottery by Shirley Jackson, 5) The Health Threats of Climate Change and 6) The Chief Architect. Further, The Greatest Indian Scientists deals the topics 1) A.P.J. Abdul Kalam, 2) C.V. Raman, 3) Homi Jehangir Bhabha, 4) J.C. Bose, 5) Prafulla Chandra Ray and 6) Srinivasa Ramanujan.

The English Language Communicative Skills Lab Manual Published by Orient Blackswan deals with the following areas in the first semester 1) Why Study Spoken English and Making Inquiries on Phone Thanking and Responding to Thanks, 2) Requests, Permissions, and Directions, 3) Clarifying, Inventing, Complaining and Expressing Sympathy, 4) Letters and Sounds, 5) The Sounds of English and 6) Pronunciation and in the second semester, the topics are 1) Debating, 2) Group Discussion, 3) Presentation Skills, 4) Interview Skills, 5) Emails and 6) Idiomatic Expressions and Common Errors.


As discussed in the above section PBL can be implemented in dealing with some of the topics in the course. In order to teach on the language functions (i.e. requests, permissions and directions), learners can be asked to analyse communication patterns of students and faculty members in their university campus through observing and recording real life communication as most of the faculty and students use English language in formal communication and analyse the language features in undertaking the language functions like requesting and getting permission. For other topics also PBL can be used as a methodology to teach.

Conclusion

PBL is one of the effective methodologies to be used in the language classroom. The learners get opportunities to learn language unconsciously in the process of doing a project. The limitation of the study deals with the English productive skills namely writing skills and speaking skills but not referential skills i.e. reading and listening skills. This study is limited to English language but not English Literature. The study advocates for further study English for Academic Purpose (EAP), English as Foreign Language, and English as Second Language.

References

1. Barel, J. (2006). Problem-based learning: an inquiry approach, Thousand Oaks, CA: Corwin.
2. Borich, G. (2007a). Introduction to thinking. In A Choo & G.Borich (Eds.). Teaching Strategies to promote thinking skills. Singapore: McGraw Hill.
3. Canter, L. (2005). Classroom management for academic success, Bloomington, IN: Solution Tree.
4. Chaffee, J. (2008). Thinking Critically (8th ed.). Boston: Houghton Mifflin.
5. Diffily, D. Sassman, C. (2002). Project-based learning with young children. Portsmouth, NH: Heineman.
6. Eisnerberger, J. (2005). Self-efficacy: Raising the bar for all the students. Larchmont, NY: Eye on Education.
7. Gillies R. (2007). Cooperative learning: Integrating theory and practice. Thousand Oaks, CA: Sage.
8. Good, T., & Brophy, J. (2007). Looking in classrooms (10th ed.) Boston: Allyn & Bacon.
9. Harada, V.C., & Yamamoto, S. (2008). Collaborating for project-based learning in grades 9-12. Columbus, OH: Linworth Publishing.
10. Jolliffe, W. (2007). Cooperative learning in the classroom: Putting it into practice. Thousand Oaks, CA: Sage.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>INDIAN WOMEN NOVELISTS (IN THEIR OWN VOICE)</p>
<p>T. Durga Bhavani Research Scholar & English Mentor, RGUKT, Nuzvid, Krishna, Andhra Pradesh</p>	<p>ABSTRACT <i>This paper mainly focuses on the women writers' contribution to Indian literature. Doubtlessly, the literary scene in the beginning of the twentieth century in India was dismal. Novels in first generation were lacking in thematic and linguistic diversities and niceties, However, the emergence in 1930s of the trinity of Mulk Raj Anand, Raja Rao and R.K. Narayan, infused a heavy dose of realism in the Indian English novel, with pronounced thrust on the contemporary social milieu blended with the Gandhian ethos. When it comes to women novelists, there is a clear distinction between the fiction of the old masters and new novel. There was a time when first generation woman writers like Toru Dutt, Pandit Ramabai and Tharabai Shindey saw their women from the perspective of Feminism. That was more impartial study of woman's mind because they observed the life and sufferings of their women characters. Towards the end of the 19th century women from the middle class began writing. Many of them wrote works on women's issues and social reform. The woman portrayed by the writers like Anita Desai, Seshi Desh Pande and Nayantara Sahagal is a picture of an independent free thinking individual claiming her life to be her own. The passion of all these women is an urge, to be free in the true sense of the word free in word and deed. Thus many Indian women novelists have explored female subjectivity in order to establish identity. Their writings recommend that their muse and feelings is unit for the welfare of the ladies solely.</i></p> <p>Keywords: Contribution, Woman Writers, Generations, Individual, Thinking, Exploration.</p>

Of all branches of creative literature the Novel is comparatively more popular these days in our country. Among the novels those depicting the contemporary problems are in great demand. It is gratifying to note that Indian English Novel has also been flourishing with vigor and vitality both in quality and quantity since independence.

Doubtlessly, the literary scene in the beginning of the 20th century in India was dismal. Novels in the first generation were lagging in thematic and linguistic diversities and niceties. These writings were more mystical and religious rather than realism. Novels like B. Rajan Iyer's Vasudev Shastri (1905), Balakrishnan's The Love of Kusum (1910), A. Madhavaiah's Thillai Govindam (1912) Sir Jogendra Singh's Nasreen (1915) were the best examples, However the emergence in 1930's of the trinity of Mulk Raj Anand, Raja Rao and R.K. Narayana, infused a heavy dose of realism in the Indian English Novels, which pronounced thrust on the contemporaries social milieu blended with the Gandhian ethos. When it comes to women Novelists, there is a clear distinction between the fiction of the old masters and new novel, There was a time when first generation women writers like Torudutt, Pandit Ramabai and Tarabai Shindey etc. saw their women from the perspective of feminism. Two female poets of the time, Torudutt and Sarojini Naidu, both Bengali by birth distinguished themselves with works in

English. The Golden Threshold (1905) is a major collection of Naidu's poems, which often focus on themes relating to Indian Cultural traditions and Indian women's lives.

Towards the tip of the nineteenth century, women from the Indian middle class began writing. Many of them wrote works on women's issues and social reform. Notable examples include Tarabai Shindey's *Essay Sthri Purusha Tulana* in Marathi (a comparison between men and women, 1882) Pandit Ramabai Saraswathi's *The high caste Hindu women* (1887), a book in English about Indian women and Rokeya Sakhawat Hossain's writings in Bengali on the constraints of Purdah., a system of seclusion of women.

The emergence of the "New Women" in Indian society and its concepts in the Indian English Novel has to be seen as a noticeable welcome change. The women portrayed by the writers like Anita Desai, Shashi Desh Pandey, Narayana Sahagal is a picture of an independent free thinking individual claiming her life to be her own. Shashi Desh Pande resents her works being labelled as feminist fiction, she feels that "a woman who writes of women's experiences often bring in some aspects those experiences that have angered her, caused her strong feelings."

The movement for Indian Independence caught the imagination of the entire Nation. No Indian English writer has escaped from the impact of this great movement. Subsequently, the Indian writer advanced the tradition of the Indian English Novel by shifting the Indian writer advanced the tradition of the Indian English Novel by shifting the focus from the socio-political milieus to the exploration of the individual's interior world and his existential dilemmas. The 1980's Novels have a vast emotional, political, cultural, geographical and historical sweep, Salman Rushdie's *Midnight's Children* (1981) made a great impact on the whole generation of writers both new and established. When it comes to women Novelists, they too have produced significant works in 1980s. Anita Desai's and Nayantara Sahagal's best works appeared in this period.

Many Indian girls' novelists have explored feminine sound judgment so as to determine associate degree identity that's not obligatory by a patriarchal society. The image of the New Woman and her struggle for and identity of her own also emerges in the Indian English novel. Such a struggle needs for an identity of her own also emerges in the Indian English novel, such a struggle needs support structures outside the family to enable women to survive. Nayantara Sahagal uses this theme as the nucleus of *Rich like Us* (1986). A number of Indian girl's novelists created their debut within the Nineties, producing novels which revealed the true state of Indian society and its treatment of women. These writers were born when Indian independence, and the English language does not have colonial associations for them. Their work is marked by a formidable compassionate the language, and an authentic presentation of contemporary India, with all its regional variations. They generally pen the urban class, the stratum of society they know best.

If International acclaim is any measured of literary merit, then it is fascinating to note that almost every second Indian Novel of the 80's has been either be awarded a prize or has been shortlisted for it. The Indian novel in English has finally been accepted as a crucial literary endeavor. Indian women writers have begun to realize recognition for the most part because of Arundhati Roy winning the agent Prize for *The God of tiny Things* in 1997. Behind this success lie a social history, and a body of other work to which little critical attention has yet been paid. Nayantara Sahagal's *Rich like us* won the Sinclair fiction prize while *Plans for departure* was awarded the common wealth prize (Eurasian Section); Sashi Desh Pande's *The Dark* holds no terrors and that long silence. Namita Gokhale's *Paw* represented the new Indian women's voice. The 1980 has been a distinctive period for the Indian Novel to English.

The works of Indian women writers added riches to the Indian English Fiction which augured well for the future development of this literary genre. For example, Shobha De set on the similar task in her fourteen short stories collected under the title *Small betrayals* (1995). Her concerns in these stories are of great social relevance. Anita Desai is one of the major writers who have published 6 of her 11 novels. Kamala Markandeya, a distinguished Indian English Novelist, has 10 novels to her credit. *Pleasure city* (1982) marks a new direction in her work. All her earlier novels like *Nectar in Sieve*, *Some Inner Fury*, *The Coffer Dams*, *Possession Present the Conflict of Tradition Versus Modernity* and *East versus West*.


The image of girls in fiction has undergone an amendment throughout the last four decades. Women writers have moved away from traditional portrayals of enduring, self-sacrificing women toward conflicted female characters searching for identity, no longer characterized and defined simply in terms of their victim status. In distinction to earlier novels, feminine characters from the Eighties forager assert themselves and defy wedding and kinship.

Recent writers depict each the range of girls and therefore the diversity among every girl, instead of limiting the lives of girls to at least one ideal. The novels emerging in the twenty-first century furnish examples of a whole range of attitudes towards the imposition of tradition, some offering an analysis of the attitudes towards the imposition of tradition, some offering an analysis of the family structure and the caste system as the key elements of patriarchal social organization. They additionally re-interpret mythology by mistreatment new symbols and subverting the canonic versions. Their writings recommend that their muse and feelings area unit for the welfare of the ladies solely. The efforts of many generations of Indian authors writing in English have resulted in international success.

In conclusion, the work of Indian women writers is critical in creating society alert to women's demands, and in providing a medium for style and, thus, re-writing the History of Asian nation. The passion of all these women is an urge, to be free in the true sense of the word free in word and deed.

References

1. Bhatanagar, Manmohan, K. (Ed). 2001. *Indian Writing in English*. New Delhi: Atlantic Publishers and Distributors.
2. Dhawan, R. K. 1991. *Indian Women Novelists*. New Delhi: Prestige Books.
3. Pathak, R. S. 1998. *The Fiction of Shashi Deshpande*. New Delhi: Creative Books.
4. Shashi Deshpande. 1998. *A Feminist Study of Her Fiction*. Delhi: B.R. Publishing Corporation.
5. Bhat, Yashoda. (Ed.). 1993. *The Image of Woman in Indian Literature*. New Delhi: B.R. Publishing Corporation.
6. Myles, Anita. 2006. *Feminism and the Post-Modern Indian Women Novelists in English*. New Delhi: Sarup and Sons.
7. Rushdie, Salman. 2008. *The Art of Critical Appreciations of Indian Novelists*. Starred Reviews, London.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TRANSLATION OF EMOTIONAL VERBS FROM ENGLISH TO TELUGU: A CASE STUDY</p>
<p>K. Chakrapani Research Scholar & Assistant Professor of English, Pragati Engineering College (Autonomous), Surampalem, East Godavari, Andhra Pradesh</p> <p>Dr. G. Mohanacharyulu Associate Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Translation plays a key role in the present day globalized world. It is the need of the hour to strengthen the regional languages exposing them to the globe through translation into English. In the contemporary world, every country tries to protect their own language and acquiring the world language. In this regard, there are many issues in translation focused on to the screen which contributed a lot for the enhancement of human culture and civilization. The present paper tries to explore the nature of emotional verbs, their correspondence of the meanings among the dictionaries and the place of perfect equivalence in all the three dictionaries. This paper specially throws light on the translating emotional verbs from English to Telugu. The study particularly involves the resolution of the problems faced while translating the emotional verbs and their equivalents from English to Telugu.</i></p> <p>Keywords: <i>Global, Translation, Region, Vernacular, Emotional, Contribution.</i></p>

Introduction

In the present globalized world translation plays an important and vital role. In the present scenario, every country in the world trying to translate the knowledge from other language communities. In this regard so many translation works have come into existence which has contributed enormously for the development of the human beings. The aim of the study is to explore the nature of emotional verbs, their correspondence of the meanings among the dictionaries and the place of perfect equivalence in all the three dictionaries, especially while translating the emotional verbs from English to Telugu. The study particularly involves the resolution of the problems faced while translating the emotional verbs and their equivalents from English to Telugu.

The Notion of Translation

Translation is not new thing in the present scenario and it is constant of ancient civilizations dating back to 3000 B.C. Translation has gained lot of importance and a status of separate field in the present century. In India it is as old as Buddhist religion. Translation means it is the rendering of the meaning from one language into another language. In other words Translation is an act of converting the meaning of a text in one language into another language. "Translation is defined as an attempt to replace a written message or a sentiment in another language" (New Mark Peter, 1981:7). The language in which a text is originally written is the Source Language (SL) and the language into which the text is translated is the Target Language (TL). The text written in the Source Language Text (SLT) and the one rendered in TL is the Target Language Text (TLT).

Scope of the Study

The aim of this study is to explore the nature of emotional verbs, structure, issues related to emotional verbs, equivalence of the verbs and the problems faced while translating the emotional verbs. Mainly we will discuss about the perfect equivalence of emotional verbs English Telugu. The study of translation of emotional verbs from English to Telugu is particularly trying

to identify the closest equivalent word among the three dictionaries from English to Telugu. The importance of doing this work purely based upon to understand the emotional verb subclass of Telugu verbs. The grading of emotional verb is richly divided by verbs that denote different degrees of intensity of the same emotion. Here the investigator tries to examine the emotional verbs expressing different degrees of intensity of one underlying emotion by following the three standard dictionaries of English to Telugu. The main goal of the research is to identify the closest equivalent word of English emotional verbs that provides a subtle equivalents in Telugu and their important component of the English verb lexicon

Methodology

The present study focuses mainly on translation of emotional verbs from English to Telugu. For this purpose the investigator has randomly selected the frequent emotional verbs from English spoken language and categorized according to their grammatical category and saw that all of them are emotional verbs.

Procedure

For this study, the investigator has taken 60 emotional verbs. After taking the emotional verbs which are intended to translate from English to Telugu, the investigator has selected three dictionaries named 1) Telugu Academy Dictionary (English Telugu), 2) C.P. Brown Dictionary (English Telugu Dictionary) and 3) Shankara Narayna Dictionary (English Telugu Dictionary). Each Dictionary has its own features in explaining the words according to the grammatical categories. Telugu Academy Dictionary was compiled in the year 2001 which consists 1,32,000 word and abbreviations and published by Telugu Academy. C.P. Brown dictionary was compiled in the year 1853 and consists of 1,10,000 words and published by victory publishers Vijayawada and Shankar Narayana dictionary was compiled in the year 2009 (7th Edition) and consists of 1,40,000 words. It is published by victory publisher's Vijayawada. After selecting three Telugu standard Dictionaries the investigator has cross checked the each emotional verb in all the three dictionaries w different degrees of intensity of one underlying emotion of their meanings, synonyms, grammatical category, transitivity, intransitivity, equivalence and different degrees of intensity of emotional verbs. Surprisingly each word differs in meaning in all the three dictionaries and the number of the meanings given in the dictionary also differs in number. For example if we take the word argue it has six meanings in the Telugu Academy dictionary, again six meanings in the C.P. Brown Dictionary and three meanings in the Shankar Narayna Dictionary .Another surprising thing the researcher confronted while cross checking is that, the words which are verbs in one dictionary are changing their grammatical category as noun in the dictionary. One more thing the researcher found is that the verb which is transitive in one dictionary is becoming intransitive in another dictionary. Finally the researcher tried to find out the closest equivalent while translating the emotional verbs. Following are the points followed by the researcher.

1. Selecting the emotional verbs.
2. Cross checking the meanings of each verb in number in three dictionaries.
3. Cross checking the place of the closest equivalents of each verb in three dictionaries.
4. Cross checking the correspondence of the meanings of a given emotional verb.
5. Checking out of the transitivity or intransitivity of the verb.
6. Checking out the intensity and frequency of the Telugu equivalent of emotional verbs.

Analysis

Argue: The first dictionary shows six meanings. The verb here acted as a transitive and intransitive. Moreover I can examine six words those words related almost all same meaning. But

the usage maybe change in different contexts. The word argues provide the meaning closely the same in all three dictionaries but slightly argue word can use for so many different connotations. The word argues in first dictionary acted as a verb like transitive and intransitive verb. First word meaning is form a particular judgment about a situation after carefully considering facts; second word is giving some direction to somebody. Third one is to talk about something with another person or a group in order to exchange ideas or decide something. All the meanings produce same meanings but the usage is different form one place to another one.

1. rudzuvuce:yu
2. su:chincu
3. sakarNamgasamarthincu
4. va:dincaDanikianuvinahethuvulanuokavishayanikivartimpance:yu
5. karaNamtelupuVYaktinioppinculedamanasulo: gala bhava:nitolagincu
6. va:dincu

In second dictionary there are six meanings, here the verb acted as with the help of infinitive to+verb has given in Cp Brown dictionary. That's why the ending of the word may produce the sound Ta. Here the words give same meaning but the usage is different and second dictionary argue adding the word infinitive (to+verb) that's why the ending sound may produce in 1. tarkincTa 2. va:dincuTa 3. nayamu cepuTa adding the last sound Ta, it represent the sound verb in Telugu ending, and one more thing in this dictionary the word acted as verb and as well as noun. For example the word tarkincTa is verb, and the word tarkincu as a noun. In third dictionary shoes the verb used in transitive and intransitive.

1. tarkincTa
2. va:dincuTa
3. nayamu cepuTa
4. tarkamu
5. nayasaSRamu
6. hetuvadamu ce:saysaSTramu

Third dictionary shoes three meanings here the verb is acted as a transitive and intransitive. Here also the words give so many connotative meanings but the usage is different contexts.

1. va:dincu, 2. Tarkincu, 3. karaNamulucu:pincu

Equivalence for Verb Argue


The above Telugu equivalents express different emotional meanings. In all dictionaries /va:dincu/ is found and that is why it is the closest equivalent for argue. The word emphasized in bold letter that one is repeated three times in every dictionary.

Conclusion

The study is confined to the translation fifty emotional verbs from English to Telugu; it will give us valuable information about emotional verbs, their corresponding meanings in various Telugu standard dictionaries, the exact place of equivalents in the three dictionaries and the intensity and occurrence of their meanings, differences in number of meanings and perfect equivalents.

References

1. Telugu academy dictionary (English to Telugu) 2001.
2. C.P. Brown Dictionary (English to Telugu) 1853.
3. Sankaranarayana Dictioanry (English to Telugu). 7th Edition. 2007.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>REGIONALISM IN THOMAS KENEALLY'S SCHINDLER ARK</p>
<p>Dr. N. Vineela Teacher in English, A.P. Model School & Junior College, Maddulaparva, Reddigudem, Krishna, Andhra Pradesh</p>	<p>ABSTRACT <i>Australian writers are increasing visible in a global circuit of prizes and awards. But it was true as well in terms of the way the fiction thematises locale and comes to under Australian Literature in relation to other places and people. World literature is an amalgamation of many literatures like Indian, African, Australian, American, Egyptian, Italy, and Canadian etc. A literary output of a particular country comes into light when the literary writers of that country catch the world's attention with their literary works and awards. Likewise, the Australian Literature includes the renowned writers like Patrick White, Peter Carey, Kim Scott and Thomas Keneally. Living writer Thomas Keneally's magnum opus is Schindler's Ark. This fiction is about the German Industrialist who was also a savior of Jews. The novel takes back to the events of history especially during the Second World War. It was all about the sufferings of Jews under the dictatorship of Hitler and the Nazi Party. The novel explored the themes of identity, war, death and optimism of Jews. It's a good example of Holocaust Literature; history has its own impact in the lives of the Holocaust Survivors. In order to add more effectiveness to the novel, the author had grabbed the opportunity to meet the Holocaust Survivors of Schindler's especially to gather authentic information about the war times. In this regard the author had collected his resources in Jewish languages and Hebrew language. In his style of writing, the setting is particularly important and the writer often emphasize specific features such as dialect, customs, history, and landscape, of a particular regions in Germany, Poland and Italy. Such a locale is likely to be rural and or provincial.</i></p> <p>Keywords: Regionalism, Dialect, Translation, Holocaust, Culture.</p>

Most of the themes in Australian writing would be about convicts, tales of pioneering, sagas of family, bush fires, battles, aboriginal people, bush, bushrangers and lost children. The writings of the Novelists are being conquered by the feeling of hopefulness, about the national identity and Australian society. Many Novelists are invited by the literary school to contribute the fiction and verse that may reflects the spirit and encouragement for the development of the National Literature. It is universally assumed and maintained that literature mirrors society. Among many branches of literature, regional literature is what undoubtedly keeps us bound to our soil i.e. our culture and traditions. Some people think that traditions are all static, stable and unalterable. However, this is not so. Even our traditions also change with the change of time. In fact, tradition is the gift of the historic sense. A writer with this sense of tradition is fully conscious of his own generation, of his place in the present, but he is also acutely conscious of his

relationship with the writers of the past. The historical sense involves a perception, not only of the pastness of the past but also of its present.

The setting is particularly important in regional literature. In literature regionalism refers to fiction or poetry that focuses on specific features, such as dialect, customs, history, and landscape, of a particular region, "Such a locale is likely to be rural and/or provincial."

Born in Sydney in 1935, Thomas Keneally became a famous prolific writer, novelist, playwright, author of fiction. The writer, who has taken the Australian literature far beyond the country, is Thomas Keneally. A notable achievement of the writer Thomas Keneally is Schindler Ark, a winner of Booker Prize in 1982. This masterpiece was made into the internationally acclaimed film "Schindler's List" by Steven Spielberg, which has gone to win the seven Academy awards including Best Director and Best Film. "Keneally's portrait of Schindler is inspiring...he keeps clear of the pitfalls of sensationalism, handling the almost unbearable with the tough delicacy which it demands." Either virtue or effectiveness or moralities are the difficult words to illustrate the leading role Herr Oskar Schindler.

The story recreates the true story of Oskar Schindler, the Czech-born Southern German entrepreneur who has risked his life to hoard 1100 of his Jewish workers from the death camps of Nazi-occupied Poland by Hitler who wished to make Europe free from Jews. A Jew is a person who is of Jewish heritage or who has converted to the Jewish religion. Jews speak the languages of the countries where they live. Hebrew is the language of Judaism because it is the language in which the Bible was written. The writer gathered authentic information from the Jews. In 1980 Tom Keneally was in Beverley Hills returning from the Sorrento film festival where The Chant of Jimmy Blacksmith had been showing. Looking for a new briefcase, Tom meets the Polish-Jewish Leopold Pfefferberg Page aka Poldek and his life for the next few years is taken over by this charismatic and driven man and the story he wants shared. "It's a story for you, I swear," he says to Tom. Pfefferberg was born into a Jewish family in Kraków, then a part of the Austria-Hungary. After the Germans invaded Poland in 1939, he joined the Polish Army as an officer and took part in the defense of Poland against the invasion. He later explained to the Australian novelist Thomas Keneally how he was wounded on the San River where his life was saved by his sergeant major, who carried him to a field hospital. After Poland was defeated and partitioned between Nazi Germany and the Soviet Union, Pfefferberg needed to decide whether it would be safer to travel east towards the Soviets or west towards the Germans. He later recalled this choice:

We officers had to decide to go east or west. I decided not to go east, even though I was Jewish. If I had, I would have been shot with all the other poor sons of bitches in Katyn Forest. "After sneaking back to Kraków, he was imprisoned along with the rest of the area's Jews, in the Kraków Ghetto. Pfefferberg used a German-issued document to visit his soldiers in a military hospital, and to also to visit his mother. This is how he first met Oskar Schindler, a Sudeten-German businessman who was taking over an enamelware factory that had been confiscated from Jews. Schindler employed Pfefferberg's mother, an interior designer, to decorate his new apartment. He later began helping Schindler trade on the Kraków's wartime black market.

In 1980, when Thomas Keneally went into Pfefferberg's shop to ask about the price of briefcases, Pfefferberg learned that Keneally was a novelist and showed him his extensive files on Schindler. Keneally was interested, and Pfefferberg became an advisor for the book, accompanying Keneally to Poland where they visited Kraków and the sites associated with the Schindler story. Keneally dedicated Schindler's Ark to Pfefferberg: "who by zeal and persistence caused this book to be written." Pfefferberg explained the reasons behind his efforts to have the Schindler story told as: Schindler gave me my life, and I tried to give him immortality.

The story is of course that of 'the all-drinking, all-screwing, all black-marketeering Nazi. But to me he was Jesus Christ, Oskar Schindler". And Poldek shared with Tom the story of Schindler's Ark which went on to win the Booker Prize and ultimately to become the Oscar award-winning film Schindler's List.

Schindler, the ruined Catholic hedonist, had something ambiguous about him that appealed to the ex-seminarian Tom Keneally who still struggled with his own Catholicism and his humanist view of the world. Oskar showed that virtue, regardless of race, creed or religion, emerged where it would. Tom was a small child during WWII and these memories, along with the appeal of Schindler and Poldek's insistence, influenced him to write the book Schindler's Ark.

Oskar and his Jews reduced the Holocaust - an almost untellable story in its scope and devastation - to an understandable human scale. Searching For Schindler is very much Tom's journey, he reflects on his early days as a writer with quite a bit of success - but no confidence - and how this book, the people he met, and the film it became, changed his life.

From his Sydney home, he tracked down the main player's in Poldek and Schindler's story. Tom and Poldek travelled across the US, Germany, Israel, Austria and Poland interviewing survivors and discovering extraordinary stories. Schindler's Ark took a huge toll on Tom, and his family, he had never been so overwhelmed by the writing of a story. It forced him to think about Australians and their attitudes to the Holocaust, to think about the Israel/Palestine situation and about families.

Not ready to give up the story of Schindler and his Jews after the enormous success of the book, Tom is there for the film adaptation and on set for the filming. Filled with stories of Steven Spielberg, Liam Neeson, Ben Kingsley, Ralph Fiennes and many other well-known and strong characters searching for Schindler gives Tom Keneally scope to show the wonderful, warm, thinking, compassionate and very funny man that he is.

The words like Holocaust, Anti-Semitism, Nazi-Regime, Ghetto, and Labour Camps might have got its true sense in Germany itself. He started his journey from Australia to Germany to investigate the facts about the history. He was an efficient writer too. He did not hesitate to meet the Schindler Jews. He has noticed how civil war affected the people here and there in the world. He has written all his experiences in his Memoir "Searching for Schindler". "Had I read "Searching for Schindler" before making the film, I may have made it an hour longer. I owe you so much. The world owes you more." (Steven Spielberg)

He said,

"I was saved, and my wife was saved, by a Nazi. I was a Jew imprisoned with Jews. So a Nazi saves me and, more important, saves Misia, my younger wife. He was all drinking, all black marketing, all screwing and okay? But he got Misia out of Auschwitz, so to me he is God". (A Schindler's Jew- Leopold Pfefferberg: Searching for Schindler-11).

"Oh! She smiled. 'Oskar. Oskar was a God. But Oskar was Oskar as well.'" (Misia, Searching for Schindler -12)

I was becoming aware that many Jewish survivors believed, rightly or wrongly, that the Nazis placed so many Concentration camps in predominantly Catholic Poland because of the ripe streak of Anti-Semitism there (Keneally-70).


"Schindler broke down as he bids farewell to his workers, distraught that he was not able to save Jews. In reality hi this is a historical fiction which focused on the lives of nostalgic Jews during and after the Holocaust s camp was already crowded beyond its authorized limits" (Schindler's Ark-88). Keneally has dedicated his magnum opus Schindler's Ark to Schindler's Jew, Pfefferberg with a great pride who by zeal and persistence caused this book to be written.

This fiction is about the German Industrialist who was also a savior of Jews. The novel takes back to the events of history especially during the Second World War. It was all about the sufferings of Jews under the dictatorship of Hitler and the Nazi Party. The novel explored the themes of identity, war, death and optimism of Jews. It's a good example of Holocaust Literature; history has its own impact in the lives of the Holocaust Survivors. In order to add more effectiveness to the novel, the author had grabbed the opportunity to meet the Holocaust Survivors of Schindler's especially to gather authentic information about the war times. The chapter also discussed how its author has applied various 'isms' like Post Colonialism, Feminism, Marxism, Modernism, Existentialism, Objectivism, Symbolism and New Historicism. The novel is one of the famous accounts of living under the Nazi regime of the World War II. The text explains how Germans were starved to death in a German Concentration Camp and brings its readers back to a time when Germans were just following the orders. They had no mind of their own. It reveals a new depth of Germans dreams, irritations, hardships and passions. Varied characters were revealed in all their complexity and depth. The work speaks about the family entanglements, hope and despair, society and solitude and at the same time, it reports on an utterly specific and exceptional period in the history. It brings the human decency and compassion in the inhuman and dehumanizing circumstances through the protagonist Schindler. This story was brought to screen with a title Schindler's List. The story remained as the greatest story of humanity which was told man to man. The novel dealt about the new episteme, the new humanism.

Keneally is the most important writer in modern Australian literature. He is a national living treasure of Australia. He was a great patriot. He continued to pen down his works and mesmerizes the readers across the world. Keneally is the writer who had introduced his beloved Australia to the readers differently across the world. He is an extraordinary artist who conveyed the richness of Australian history and society to the world. He had expressed the values of enlightenment and tolerance. He had embodied the whole development of the Australian novel. He developed of the Australian novel and made innovation possible for generations of writers after him. He continuously provides an inspiration to modern Australian writers. The incredible variety of his writings continues to dazzle our eyes. The novelist and Historian like him shall remain an inspiration to all. His wide knowledge shall be explored more and more in future. Keneally draws his readers back to the past. He made the real meets, the real-past of the history in such a way that it is tackled with the authentic of now. He managed his confrontation. He puts the past to that defines the kind of the historical fiction he writes.

Bibliography

1. Greenblatt, Stephen. 1990. Towards a Poetics of Culture. Learning to Curse, Essays in Early Modern Culture, New York, Routledge.
2. Thomas Keneally. Encyclopedia of World Biography, 2004.
3. Australian Literary Studies 12.4 (1986).
4. Keneally, Thomas. Schindler's Ark: Genesis. The Guardian.
5. Schindler's List. The New York Time.
6. Schindler's Ark, London: Hodder & Stoughton, 1982.

 UGC APPROVED JOURNAL No. 48514	E-WRITING THROUGH E-READING: AN EXPERIMENT WITH AUTHENTIC MATERIALS
<p>J. Raja Ratnam Research Scholar, Andhra University & Assistant Professor, GVPCOE (Autonomous), Visakhapatnam, Andhra Pradesh</p> <p>Dr. C.L.L. Jayaprada Former Professor, Andhra University, Visakhapatnam, Andhra Pradesh</p>	<p>ABSTRACT <i>This paper analyses whether reading practice can enhance L2 learners' writing performance in English for Academic Purposes context. Two classes were compared in terms of writing improvement after eight week instruction. A 'traditional' writing class primarily focused on writing practice and grammar instruction, and 'reading and writing' class, along with reading-related writing activities. Writing tests were administered at the beginning and the end of the semester to measure students' writing improvement. The study found that although both classes demonstrated writing improvement after eight weeks, students who were exposed to more input through 'reading' gained significantly higher holistic scores in their post-writing test. In addition, the experiment group improved more than the traditional class in the specific areas of content, organization, vocabulary, language use, and mechanics.</i></p> <p>Keywords: <i>E-Writing, E-Reading, Traditional Teaching and Learning, Authentic Materials.</i></p>

Introduction

English is now emerging as a language of industry and commerce. This compels a paradigm shift in the process of teaching learning. The traditional design of curriculum has not been delivering the expected output from the learners to cater to the requirements of enhancing employable skills. Globalization with its present pace links the learning process with effective communication in the target language which is obviously English. Hence the need for more focus on Communicative Language Teaching (CLT) to the learners of English as second language as it demands contextualizing the text for process of learning. It aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. The target language is a vehicle for classroom communication, not just the object of study. The social context of the communicative event is essential in giving meaning to the utterances, e.g. a civil engineering student gets benefitted in view of vocabulary, expressions, and so on when he is exposed to a material or text of 'construction', 'surveying' and so on. One of the teacher's major responsibilities is to establish situations likely to promote communication.

Review of Literature

Studies proved that learners who engage in reading practice can improve in various aspects of L2 learning, from reading comprehension and reading rate (e.g., Beglar and Hunt 2014) to vocabulary and spelling (e.g., Pigada and Schmitt 2006). It has been reported that reading practice has a positive influence on learner affect such as attitude and motivation (e.g., Judge 2011). However, only a few studies have been conducted into the relationship between reading practice and writing development in an L2. In one such, reading practice was found to be beneficial for L2 writing, specifically for writing readiness and accuracy (Tudor and Hafiz 1989) and content and language use (Tsang 1996). Yet, Jeongyeon (2016) strongly believes that, despite the early encouraging findings on the potential role of ER in L2 writing development, the

research has apparently been insufficient to attract educators' attention to the impact of 'extensive reading practice' on the writing domain.

While extensive reading has been favoured in primary and secondary schools, it has been less popular in higher education or in English for Academic Purposes (EAP) contexts, partly due to issues of practicality (Macalister, 2008), including the lower flexibility of predetermined curricula in colleges and universities. Even advocates of ER tend to be apprehensive of incorporating it into the classroom when the aim of both teachers and students is rapid language development. The time commitment required by ER is one the main reasons that EAP contexts have had little room for it (Grabe 2001).

Nevertheless, some researchers have called for expanding extensive research's application to broader or higher educational settings, arguing that this type of light reading can be of great help for learners acquiring academic language competence as it acts as a bridge to heavier reading (e.g., Day and Bamford op.cit.; Krashen 2004). That is reading a great deal of material, which is well within learners' linguistic ability, can help them prepare themselves to deal with denser and more complex texts. Similarly, Grabe (op.cit) argued that the effectiveness of extensive reading should be further researched in advanced EAP settings. In support of these claims, one study attempted to show the possibility of providing a place for extensive reading in EAP settings (Macalister op.cit). In this action research, extensive reading was integrated into a 12-week university preparation EAP reading programme in the form of 20 minutes of sustained silent reading a day. The participating students showed favourable reactions to extensive reading, demonstrating, for example, the intention to increase the amount they read and more positive attitudes towards extensive reading as the semester progressed.

Although the importance of reading and writing integration in academic contexts has been advocated by L2 researchers and practitioners (e.g., Belcher and Hirvela 2001; Grabe op.cit.), it is still common for reading and writing skills to be separately taught in EAP contexts. The present study was designed to analyse the impact of reading practice on L2 writing.

Rationale of the Study

The experiment was conducted at GVPCOE (Autonomous), Visakhapatnam, with 3rd year B.Tech. undergraduates of CSE branch. The study used data from a total of 60 students, 30 in the 'traditional' writing class and 30 in the reading practice oriented writing class. Of the students who participated, 40% were from the rural medium background. But all the participants had studied English as a second language for about ten years. Most of the engineering undergraduates face the campus interviews in their 4th B.Tech. In their interviews, they are screened through oral and written skills in English. Tata Consultancy Services which has a lion's share in recruiting the students from the college, recently introduced email writing as a component as part of screening exam. Once they get selected, they occupy the positions of team leaders, project managers, business correspondents etc. In this connection, they must possess the excellent communication skills in both spoken and written English. They need spoken English skills as they are to conduct meetings, make telephone calls etc. They need written English skills as they involve in business correspondence such as writing letters, memos, email, reports, proposals, newsletters, fliers, resumes, brochures etc.

Methodology

The experiment group students were divided into five groups, each group consisting of six members, and were allotted the English daily viz., The Hindu, The Times of India, The New Indian Express, The Deccan Chronicle, and The Hindustan Times. 'Letters to the Editor' tests were administered in both classes at the beginning and the end of the eight week period. The pre-

test was administered to ensure that there was no significant difference in terms of English writing ability between the two classes at the beginning of the study. The same prompt was used in the post-test in order to allow the two tests to be readily compared to assess writing improvement.

Classroom Activities

Students in both classes attended this 8 week writing class, amounting to 24 face-to-face class meetings. Each class lasted for 50 minutes. The only different aspect of the experimental class (in comparison to the traditional class) was the inclusion of reading the news item of national and international significance (screen reading), making notes, then converting it into meaningful paragraphs, and mailing it to the editor (class teacher). It was also mandatory that they should not miss reading the column of 'Letters to the Editor' so that they might imitate any model of their choice. This was designed as an assignment for ten marks.

While the traditional class did not receive any intervention, the experimental class participants were engaged in repeated reading and writing activity. The design of this writing activity was based on the assumption that if they were asked to write about what they were reading, they would have more to say and therefore more to write. This writing activity would help students better understand the texts they read, which might further stimulate their interest in continuing to read.

Findings of the Study

Two experienced ESL teachers evaluated a total of 120 letters to the editor the pre-and post-tests of 60 students both holistically and analytically, each letter being evaluated by both the teachers. A holistic scoring rubric was created by adapting the TOEFL Internet-based (iBT) Test rubric developed by Educational Testing Service. Possible scores were 1 (incomplete), 2 (very poor), 3 (poor), 4 (average), 5 (good), and 6 (excellent). The analytic scoring rubric was the ESL Composition Profile developed by Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981). This rubric breaks essays into five sub-skills of writing: content, organization, vocabulary, language use, and mechanics. 'Content' concerns clear thesis development. 'Organization' is judged according to whether the essay demonstrates logical sequencing of ideas supported by appropriate details and examples. 'Vocabulary' is assessed in terms of whether the essays use an adequate range of words without meaning being obscured, and 'language use' refers to sentence construction and grammar. 'Mechanics' concerns spelling and punctuation ability.

An independent-samples t-test with the holistic pre-test essay scores indicated that there was no significant difference between traditional class ($M=3.03$, $SD=.77$) and experimental class ($M=3.15$, $SD=.71$); $t(60)=-.631$, $P=.533$. However, on the holistic post-test, the descriptive statistics showed that the mean of the experimental class increased from 3.15 to 4.03, and that of the traditional class remained poor. The gain in the mean score (from pre-test to post-test) made by the experimental class ($M=.88$, 14.82%) surpassed the traditional class ($M=.36$, 5.84%). That is, the students who were exposed to a more smart (e-) reading environment through reading practice performed better on their post-test, which indicates that they increased their overall written communicative skills more than the students taught in a traditional way.

Limitations of the Study


1. It was observed that the eight week period was not sufficient for 20% of the students.
2. 10% of the students had to be taught repeatedly the email etiquette i.e. subject, salutation, complimentary close, and so on.
3. 15% of the students were not comfortable with the screen reading.

Conclusion

The reading practice may have helped the students in the present study learn how to use new words and expressions. It is proved that constant and combined practice of reading and writing can play a crucial role to build academic literacy for the students. It should be made part of the curriculum so that our students may improve their writing skills.

References

1. Beglar, D. & Hunt, A. 2014. Pleasure reading and reading rate gains. *Reading in a Foreign Language* 26/1: 29-48
2. Belcher, D. & Hirvela, A. 2001. *Linking Literacies: Perspectives on L2 Reading-Writing Connections*. Ann Arbor, MI: University of Michigan Press.
3. Day, R.R., & Bamford, J. 1998. *Extensive Reading in the Second Language Classroom*. New York, NY: Cambridge University Press.
4. Ferris, D.R. & Hedgcock, J.S. 2005. *Teaching ESL Composition; Purpose, Process, and Practice* (2nd edition). Mahwah, NJ: Lawrence Erlbaum.
5. Grabe, W. 2001. 'Linking literacies: perspectives on L2 reading-writing connections' in D. Belcher and A. Hirvela (eds.) *Reading-Writing Relations: Theoretical Perspectives and Instructional Practices*. Ann Arbor, MI: University of Michigan Press.
6. Grabe, W. & Zhang, C. 2013. Reading and Writing together: a critical component of English for academic purposes teaching and learning. *TESOL Journal*, 4(1), 9-24.
7. Grabe, W. & Stoller, F.L. 2002. *Teaching and Researching: Reading*. Harlow: Pearson Education.
8. Jacobs, H.L., S.A. Zinkgraf, D.R. Wormuth, V.F. Hartfiel, and J.B. Hughey. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, MA: Newbury House.
9. Judge, P.B. 2011. Driven to read: enthusiastic readers in Japanese high school's extensive reading program. *Reading in a Foreign Language*, 23(2), 161-186.
10. Krashen, S. 2004. *The Power of Reading: Insights from the Research* (second edition). Portsmouth, NH: Heinemann.
11. Macalister, J. 2008. Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248-256.
12. Macalister, J. 2010. Investigating teacher attitudes to extensive reading practices in higher education: why isn't everyone doing it? *RELC Journal*, 41(1), 59-75.
13. Park, J. 2016. Integrated reading and writing through extensive reading. *ELT Journal*, 70(3), 287-295.
14. Pigada, M. & Schmitt, N. 2006. Vocabulary acquisition from extensive reading: a case study. *Reading in a Foreign Language* 18(1), 1-28.
15. Tsang, W.K. 1996. Comparing the effects of reading and writing on writing performance. *Applied Linguistics*, 17(2), 210-233.
16. Tudor, I. & Hafiz, F. 1989. Extensive reading as a means of input to L2 learning. *Journal of Research in Reading*, 12(2), 164-178.

 UGC APPROVED JOURNAL No. 48514	LEARNING L2: A COMPREHENSIVE AND STRATEGICAL USE OF TRANSLATION METHODS AS A MEANS TO IMPROVE PROFICIENCY IN L2 VIA L1
<p style="text-align: center;">S. Farhad Associate Professor of English, Sri Mittapalli College of Engineering, Tummalapalem, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The present paper focuses on the use of translation in helping L2 learners to acquire, develop and strengthen their knowledge and competence in the English language. Using translation is surely a natural and obvious means of teaching someone a new language. Translation also facilitates classroom management and control, thereby allowing students to maintain their own sense of first language identity, as well as building a new bilingual identity. It never seems to impede the efficient language use, as translating students are incited to notice differences in structure and vocabulary, to strengthen grammatical competence, to shape their own way of thinking and to correct common mistakes that could otherwise remain unnoticed. This is the main focus of the paper. The paper further justifies that translation is a good tool in the English language learning as it aims at the enhancement of students' foreign language skills by discussing various translation methods in particular to technical students.</i></p> <p>Keywords: Translation, Language Teaching, Translation Method, Learning Tool, Language Skills.</p>

Translation as a pedagogical tool can be productively employed at any level of proficiency, at school or University. It is a valuable and creative teaching aid that can support, integrate and further strengthen the four traditional language skills: reading, writing, speaking and listening among the L2. One of the possible ways to integrate translation in second language classes can be through the use of effective translation activities. The objectives of the paper are, firstly, to describe the translation activities which raise students' awareness of language use and, secondly, to examine the usefulness of translation in learning English. If we observe at the other side of the translation, it has been always a bone of contention of the controversies on whether it is a valid and effective tool in L2 learning. It was criticized because of the close association with traditional grammar translation. This is because translation is often considered as some kind of mechanical linguistic transfer of meaning from one language to another where students fail in creative thinking and transmission of L2. It is still ignored as a useful language learning tool because of being not a communicative activity that is not suited to the general need of the L2 learners. More over it is also considered as time-consuming, boring, and irrelevant where L2 have been reviving the use of translation for different learning purposes. Unfortunately, the chief drawback of translation method is it gives little attention to listening and speaking skills, and the result is usually inability of some students to use the language for communication. Malmkjaer (1998, p.6) briefly summarizes the main reasons why translation fell from favour:

1. Translation is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening.
2. Translation takes up valuable time which could be used to teach these four skills.
3. Translation is unnatural.
4. Translation misleads and prevents students from thinking in the foreign language.
5. Translation is a bad test of language skills.

6. Translation produces interference.
7. Translation is only appropriate for training translators.

Despite the flood of arguments, translation as a tool, many theorists, linguists, teachers agree and stress on the importance of using translation in English Teaching classes (L2). It is the sole method for preliminary level of effective delivery of L2 basics and content. This teaching of L2 will make possible to all the students to express their opinion correctly, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the students control the tools of the language which are the vocabulary, grammar and the orthography; they are able to read, understand and write texts in various contexts.

Hence translation can be an effective tool of foundation for learning L2. It was observed that translation activity could be used for pedagogical purposes along with other traditional language teaching activities. Reading, grammar exercises, translation - "are in fact perceived by learners to be conducive to learning" (McDonough, 2002, p.409). One of the main aims of L2 teaching is to develop the student's ability to communicate in the target language. Researcher Ross (2000) states that translation is recognized as the fifth skill and the most important social skill since it promotes communication and understanding. In respect to the form of communication, translation involves interaction and cooperation between people, which makes it a very useful tool in foreign language teaching.

Translation is all about meeting few challenges in order to meet its end. Researchers Nolasco and Arthur (1995) suggest that translation activities should meet the following criteria.

1. To improve verbal agility.
2. To expand students' vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

While translating students are focused on identifying differences in structure and vocabulary, they have to evolve strategies to deal with them and to negotiate the potential of both languages. The real usefulness of translation in L2 classes lies in comparison of grammar, vocabulary, word order and other language points in the target language and the L1. Students are directly exposed to contrasting language systems of the target and the L1. Therefore, the learners can easily discuss and correct common mistakes.

In order to develop in the students a linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract inter lingual interference, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the student still has not assimilated.

The material for translation should be interesting and varied, communicative and related to the learners' knowledge. As students should cover different aspects of the foreign language, the material is required to be authentic, diverse in terms of structure and function. The teacher's task is to assess students' needs and select material to illustrate particular aspects of the language and the structure which present difficulties for students' in L2. By working through these difficulties students are able to see the link between the language and its use. Besides, students may also be involved in a conversation on the translation topic, which will help them strengthen their speaking skills. Subsequently, students are instructed to talk to both the teacher and other learners, and through listening to both the lecturer and the students improve their listening skills.

This above phenomenon and practice can be elaborated further. The translation activities have to be well-prepared. First of all, an appropriate text should be selected, which can be an article from a newspaper or a magazine, or a technical text. The text to be translated must be interesting and relevant to the needs of the learner. While selecting the material, the potential for encouraging discussion is also very important. Translation texts should lead to discussion. Pair and group work is effective as they give students an opportunity to compare and discuss their ideas with others. In such a way, all students are equally involved in the task. Translation activities consist of pre-translation and post-translation exercises. Pre-translation activities are based on post reading, grammar, vocabulary practical tasks. And post translating activities are focused on rewarding, rewriting, revision and evaluating.

Distributing the text to students and telling to translate it is not a way to start a translation activity. Students should be instructed about the purpose of each assignment. The students have to know why the activity is done. Seeking to integrate translation and reading, first of all a discussion on the translation topic is initiated. Active words and terms are explained in English and then a list of key words which appear in the text in the learners' native language is handed out. The students read the text in pairs and try to find English equivalents of the words written on the list. Then they compare results. They read, translate and analyze the most complicated parts of the text. After having read the text, the learners are asked to do comprehension exercises, such as answering questions, identifying true or false statements, forming general questions on the contents of the text. Finally, the students have to write a summary which is also a very important activity.

Another activity that can be practiced in English classes (L2) is reading a short article from a magazine or a newspaper in L2, after which one student is asked to provide a summary of the article in English. Other students add details or produce their translations. It is noticed that alternative translations always generate students' interest and discussion.

Sometimes the text is handed to the students and they are asked to underline the words that they think could be omitted, simplified, or paraphrased in translation. The students are encouraged to work out a simplified translation and subsequently improve it by searching for more precise equivalents for the items that have been bypassed. Students are assigned to translate the same text using a bilingual dictionary. It is noticed that in many cases the original simplified translation turns out to be the best one. This exercise has demonstrated that over-reliance on the dictionary and too close translation can be dangerous. Teaching and learning primarily aimed at the ability to read full texts rather than to communicate orally in everyday situations". Basically grammatical structures are kept in mind while teaching English language like "I am going to school" in this sentence the structure is grammatically analysed in terms of tense, subject, predicate, verb etc. and the is translated into native language as "Main ja rahi/raha hu" or vice versa.

Correcting mistakes in translations is a challenging activity for students. Some incorrect word for word translations is handed out, and the students are encouraged to discuss and correct the mistakes. This can be done with common phrases. The activity at higher levels can focus on a specific aspect of grammar, for example, tense and time. This type of activity makes the learners concentrate on problematic areas and helps to notice the dangers of word for word translation.

Translating grammar and grammatical sentences for teaching L2 as English, the teachers should always on the lookout for effective and interesting ways to stimulate our language learners. Various teaching methods are aimed at this goal. This method is better known as the Grammar-Translation Method and considered to be a classical method of teaching L2. The

philosophy behind this method is that the foreign language can be taught or learn through translation. Here each phrase or sentence of English is taught by translating it into L1. The Grammar-Translation Method instructs students in grammar and provides vocabulary with direct translations to memorize.

The objectives of this method can be summarized as follows:

- It emphasizes the study and translation of the written language, as it is considered superior to spoken language.
- Reading and writing are the main language skills followed in this method.
- The L1 is the medium of instruction and used as well to compare with the language studied.
- The structural patterns of two languages are compared and this comparison makes learning more clear and firm.
- The fundamental principle of proceeding from known to unknown is followed throughout.
- The knowledge of rules helps the learners to avoid any types of mistakes in written as well as spoken.

The Grammar-Translation Method focuses on the teaching of L2 grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into L1. Translation is considered to be the most important classroom activity. The main procedure of an ordinary lesson follows this plan: a presentation of a grammatical rule followed by a list of vocabulary and, finally, translation exercises from selected texts.

In this method there are other activities and procedures that can also be followed: answering comprehension questions on the text; students find antonyms and synonyms words in the text. This they can do first by identifying the words in L1 and applying their acquire knowledge of L2 in finding the words; vocabulary is selected from the reading texts and memorized; sentences are formed using new words; fill-in-the-blank exercises; writing compositions on the topic.

This method has a number of advantages given below.

- By telling the meaning of the word or sentence in L1, the teacher can at once make the students understand.
- The students are able to learn many items of L2 by comparison with L1
- The comprehension of L2 in the students can be tested very easily in.
- Knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex.
- By learning grammar, the students examine the texts developing awareness that language constitutes a system which can be analyzed.

Principally, the GTM focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Even though the method may be considered more as a technique rather a method, to follow Anthony's terms, in the sense that the method is not an overall plan of language teaching, the method also has principles regarding to language teaching.

The above discussed methods can help the students in their reading and writing. Besides this, spoken translation method can also be a helpful translation method. The following new design features are critical for success in spoken-language translation:


1. Incremental processing is required so as to handle fragmental phrases or incomplete utterances and to realize a real-time response. This has a very close relation with item 5 below.

2. Handling spoken language fragmental phrases, isolated phrases, a gradient of case role changing, complex topicalization, metonymical phrases, idiomatic expressions for etiquette, and inconsistent expressions in one utterance are main characteristics of spoken language. They strongly depend on dialogue situations where a L2 student can make effective use through L1.
3. Handling euphemistic expressions is under the influence of social position or situation, euphemistic expressions appear in various scenes in various forms.
4. Recovering from speech recognition errors There are various aspects to recovering from speech recognition errors, for example in correcting phoneme sequences, syllable sequences, word sequences (including compound words and collocations) while translating from L1 to L2.

This activity is very effective when carefully prepared. Selected texts for re-translation should not be too long or too linguistically complex and not too distant from the learners' possibilities in English. Two short texts are prepared for translation from English into L2: text A and text B. The students work in pairs. In each pair one student gets text A and the other text B. Individually, each student translates the text into L2. Then in each pair the students swap the translations they have made. Again individually, each student translates the received L2 text into English. Then in each pair the students show each other the original texts A and B. They compare their translations and discuss the differences between the two English versions of each text. This activity raises students' awareness of language transfer, the students are exposed to the differences between the two languages, they are encouraged to discuss and correct mistakes. This kind of activity gives learners further practice in grammar, vocabulary and even style. While some researchers have advocated the monolingual approach in the L2 classroom, others propose the use of translation as an aid to L2 teaching.

References

1. Digumarti Bhaskara Rao. 2007. *Methods of Teaching English*. New Delhi: Discovery Publishing House, p.302.
2. Ellis, R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press, p.285.
3. Gray, K. 1990. Syllabus design for the general class. *FLT Journal*, 44(4), 87-104.
4. Brown, H. D. 2002. *Principles of Language Learning and Teaching* (4th ed). New York: Longman.
5. Duff, A. 1994. *Translation: Resource Books for Teachers*. Oxford: Oxford University Press.
6. Leonardi, V. 2009. Teaching Business English through Translation. *Journal of Language & Translation*, 10(1), 139-153.
7. Leonardi, V. 2010. *The Role of Pedagogical Translation in Second Language Acquisition - from Theory to Practice*. Bern: International Academic Publishes.
8. Leonardi, V. 2011. Pedagogical Translation as a Naturally Occurring Cognitive and Linguistic Activity in Foreign Language Learning. *Annali Online di Lettere-Ferrara*, Vol. 1-2, pp.17-28.
9. Mahmoud, A. 2006. Translation and Foreign Language Reading Comprehension: A Neglected Didactic Procedure. *English Teaching Forum*, 44(4), 28-33.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>INFLUENCE OF TRANSLATION ON LEARNING ENGLISH LANGUAGE</p>
<p>P. Kalyani Swapna Research Scholar, Department of English, K L University & Assistant Professor of English, RCE, Eluru, Andhra Pradesh</p> <p>Dr. R. Naga Dhana Lakshmi Associate Professor, Department of English, St. Ann's College of Engineering & Technology, Chirala, Prakasham, Andhra Pradesh</p>	<p>ABSTRACT <i>Translation is a simple method to adapt second dialect, toward the start of the adapting new dialect. It ought to resemble an energizer to adapt new dialect yet it not to resemble a perpetual wellspring of adapting second dialect. In circumstances where the goal is to end up conversant in an outside dialect, both in the responsive and gainful abilities, students, for example, the one referred to above have frequently been urged to thoroughly consider the objective dialect however much as could be expected amid the dialect learning and dialect use process. Many connected etymologists associated with dialect educating and learning would keep up that the most ideal path for students to accomplish local like control of a second dialect (L2) is to try to think in that dialect as opposed to decipher or reprocess the material into their first dialect (L1) or into some other dialect which they have learned. There is an instinctively based suspicion that it is advantageous for L2 students to think however much as could reasonably be expected through the dialect that they are adapting as opposed to continue making an interpretation of back to their L1. This presumption has been at the center of certain outside dialect learning techniques that have evaded the utilization of the student's L1, at any rate amid the underlying period of guidance - strategies, for example, the Silent Way, Total Physical Response, and the Natural Approach. This paper focus on the effect of translation on learning second language.</i></p> <p>Keywords: <i>Decipher, Dialect, Energizer, Translation.</i></p>

Translation has no longer always enjoyed a good press. Indeed, at the top of what we can call the "communicative" period, it was actively disheartened through many practitioners and viewed as a hassle to second language fluency alternatively than useful resource to language learning. In the brave new world of the Communicative Approach, translation (and the use of the mother tongue in general) got here to be viewed as a relic of the past, a symbol of the terrible historical days of Grammar Translation, an echo of those long forgotten secondary college instructions when paragraphs of English prose were translated into Latin for no apparent cause different than as an mental exercise.

Such a view, however, takes no account of character studying styles. Some fresh men appear to need to be in a position to relate lexis and constructions in the goal language to equivalents in their mom tongue. This also gives them the possibility to evaluate similarities and contrast differences. Put simply, they need the reassurance of their mother tongue in order to make feel of the way the goal language operates. In the case of teachers, an ability to translate into the mother tongue of the novices can offer a handy and efficient way out of an intricate situation - why hassle to spend ten minutes attempting to give an explanation for the thinking in the back of a specific utterance when a simple translation can reap the same intention in seconds? For example, it is quite difficult to get across the meaning of useful, day-to-day expressions such as 'as some distance as is concerned'/'on the different hand'. Learning goal language equivalents

to key phrases like these in the mom tongue can be an extremely wonderful way to build up a true working vocabulary. Translation can also be extremely creative. It is now not only the translation of phrases from one language to another but the translation of ideas, principles and images.

Some of the resistance to translation amongst sure instructors might stem from the kind of workout they have been required to do when language rookies themselves. Dull, overlong, uncommunicative texts that have been challenging to translate into the goal language did little for motivation. But why need to translation contain entire texts? Surely it is more applicable (and practical) to start with short, communicative portions of language. When educating grammatical structures, it can be very beneficial to take a look at with your learners that they have completely grasped the concept of the language taught by means of asking them to translate into their mother tongue. As a checking stage, this could usefully come at the end of the lesson. The structure used in "If I had worked harder, I would have handed the exam", for example, is exceedingly complex and a speedy translation test can avoid misunderstandings.

An illuminating exercising is to divide your classification into two groups, give every crew a short textual content (3-4 sentences) to translate into the target language. Then get the corporations to change papers and ask them to translate the different group's translation again into the mom tongue. The results, when compared, can be extremely fascinating and often amusing! Finally, in case any language instructors are concerned that they may be replaced by way of computers, right here is a translation of everyday English proverb, translated into German and then again into English by way of a computer programme: "If the away cat, the mice plays". When the cat's away the mice will play the flip of the twentieth century onwards, it has been normally assumed that L2 need to be taught barring reference to the learners' L1. It has end up a famous trust among teachers that the translation of L1 gets in the way with the acquisition of L2.

The arguments for using translation in the language classroom outweigh the arguments towards it. Newson (1988) argued that using translation as an instructing and trying out tool has four disadvantages. Translation (1) encourages wondering in one language and transferring to another, with accompanying interference; (2) deprives teacher and learner of the gain of working within a single language; (3) offers false faith of the notion that there is ideal one-to-one correspondence between languages; and (4) does no longer facilitate success of generally normal targets such as emphasis on the spoken language.

Additionally, Carreres (2006) put forward some arguments in opposition to the use of translation as a language teaching tool:

- Translation is a synthetic exercise that has no area in a communicative methodology. Also, it is restrictive in that it confines language exercise to two capabilities only: reading and writing.
- Translation into L2 is counterproductive in that it forces inexperienced persons continually to view the overseas language thru their mother tongue; this reasons interferences and a dependence on L1 that inhibits free expression in L2.
- Translation into L2 is a purposeless exercise that has no application in the actual world, given that translators normally operate into and no longer out of their mother tongue.
- Translation, mainly into L2, is a frustrating and de-motivating exercise in that the scholar can in no way achieve the level of accuracy or stylistic polish of the model introduced to them by means of their teacher. It appears to be an exercising designed to elicit mistakes, as an alternative than accurate use of language.

- Translation is an approach that may well work with literary-oriented newcomers who revel in probing the intricacies of grammar and lexis, but it is unsuited to the common learner.

It is also an extensively held view that translation is now not a suitable workout in the initial levels of getting to know (Marsh, 1987). It is argued that, earlier than learners can address translation productively, they need to have received a sizeable level of proficiency in the L2 language. They want to have moved beyond beginner's level.

According to Owen (2003) the rationale towards the usage of translation is established on obliging freshmen to share their treasured L2 use time with the L1; this is not a productive use of the possibilities given with the aid of the class.

Despite the previous arguments in opposition to teaching translation, there are robust arguments for educating translation. The following section will refute the arguments towards instructing translation.

From an opposite perspective, translation, misconceived and overused, may want to be seen as a victim of the grammar-translation method, alternatively than the source of its evils. The hassle was once not translation as such, however a teaching methodology that separated language from its communicative function. Indeed, translation itself as it takes place in the real world is surely linked to a communicative purpose. As Duff (1989:6) puts it, "translation takes place everywhere, all the time, so why no longer in the classroom?"

The end result of the violent response against the grammar-translation approach in instructing languages was once a complete discredit of translation itself as educating tool. What was once incorrect with this technique used to be now not that translation was once made use of, but that it was used badly?

Learners of a foreign language do refer to their mother tongue to aid the manner of acquisition of L2 or, in other words they "translate silently" (Titford 1985:78). In mild of this, translation into L2 can assist them systematize and rationalize a getting to know mechanism that is taking vicinity anyway.

As for the competition that learners will never want to translate into L2 in their realistic life, in many instances this is the expression of a best scenario as an alternative than a description of authentic practice. It is arguably actually that one wants native command of the goal language when translating a text. However, in fact EFL learners need to translate into L2 to put together them for what they might find backyard the classroom.

Many researchers assist the notion that translation is a motivating activity. Carreres (2006) conducted a questionnaire and got here to the conclusion that beginners overwhelmingly perceive translation exercises as beneficial for language learning. Consequently, it was once in response to student comments that he determined to introduce translation extra appreciably in language classes. He introduced that translation, through its very nature, is an endeavor that invitations dialogue and students are solely too glad to make contributions to it, often defending their version with notable passion and persuasiveness. Furthermore, Lavault (1985) pointed out that one of the motives quoted by instructors to explain their use of translation in the lecture room was once that students asked for this workout and loved it, too. Similarly, Conacher (1996) reported excellent student response to a translation course. Hervey et al. (2002) additionally gathered enthusiastic feedback from the students attending her translation route at the University of St Andrews in Scotland.

As for the point of limiting the use of translation to superior degrees only, Carreres (2006) views translation things to do as forming a continuum between the extremes of literal, explicative

translation and that of communicative translation as it takes location in the professional world. In the former, translation into L1 is basically a tool and a very advantageous one - to help rookies grasp a particular L2 structure. As such, stylistic considerations are set aside. In the latter, the focus is on the communicative fee of a given text. Learners are then predicted to produce a textual content that may want to function in the L2 culture. Both approaches, furnished they are cautiously applied, have their location in the languages classroom and they must be viewed as mutually bettering as an alternative as exclusive.

The way translation is taught makes a difference. Malmkjaer (1998) argues that translation, if taught in a way that resembles the real existence exercise of translating, can deliver into play the four primary language capabilities and yield advantages in L2 acquisition. He adds that some latest wondering on language mastering has confused the conceivable of translation as a capability of language learning, if the system is viewed as the improvement of multi-linguistic competence.

From a neighborhood factor of view, Shiyab and Abdul Lateef (2001) reflect on consideration on translation extremely necessary for foreign language educating truly due to the fact it approves conscious mastering and manipulate of the foreign language, and as a result, it reduces native language interference. Using translation can make learning significant due to the fact the learner is a lively participant in the process.

Translation has additionally been used to teach grammar. In this respect, teachers can show students equal and non-equivalent structures between L1 and L2.


Many studies advised a high-quality and facilitative function of translation (Newmark 1991; Husain 1994; Kern 1994; Omura 1996). Recent lookup in pragmatics additionally suggests that larger attention of L1 helps in the extra wonderful communicative use of L2. Translation is a means with the aid of which both languages can be assessed. Rather than being considered as an impediment to real language use, translation may more efficaciously be seen as a way of fine-tuning the language to be used in given conditions and stipulations (Owen, 2003).

Liao (2006) summarizes the superb components of using translation: 1) it can assist students be aware of L2; 2) it can help college students to take a look at whether or not their comprehension is correct; 3) it eases memory constraints in memorizing extra words, idioms, grammar, and sentence structures; 4) it can assist college students advance and specific thoughts in some other language; and 5) it can help limit gaining knowledge of anxiety and decorate motivation to examine L2.

In summary, the arguments for the use of translation in the language classroom outweigh the arguments towards it.

References

1. Duff, A. (1994). *Translation*. Oxford University Press.
2. Herve, S., Higgins, I., & Haywood, L. (2002). *A course in translation method: Spanish to English*. London: Routledge.
3. Husain, K. (1994). Translation in the ESL classroom: Emerging trends. *International Journal of Translation*, 1(2), 115-30.
4. Kern, R. G. (1994). The role of mental translation in second language reading. *Studies in Second Language Acquisition* 16, 441-61.
5. Lavault, T. E. (1985). *Les fonctions de la traduction dans l'enseignement des langues*. Paris: Didier Erudition.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TEACHERS' PERSPECTIVES ON TEACHING VOCABULARY THROUGH SHORT STORIES AND ANECDOTES: A CODE SWITCHING APPROACH</p>
<p>Meenu K. Bhushan Assistant Professor of English, Vignan Institute of Information Technology, Visakhapatnam, Andhra Pradesh</p> <p>Dr. Ajit Kumar Pradhan Assistant Professor of English, VFSTR Deemed to be University, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>This study involves teaching vocabulary using L1 in the classroom. Teaching English vocabulary only in English many times is not as effective as it ought to be, especially to learners who are exposed to L1 or mother tongue language. Teaching vocabulary through interesting, motivational short stories and anecdotes is one of the effective methods to keep the learners' motivation high which would help them to learn language. Introducing unfamiliar vocabulary related to life skills can be taught, translating the target word into the learners' mother tongue to get attention and understanding from learners. Further, it is also one of the ways to develop interest in their learners. In order to understand the effectiveness of using short stories and anecdotes by code switching approach, a few teachers were asked through questionnaires and semi-structures interviews. Further, a few sessions of their classed were observed to understand teachers' implementation of code switching approach. It was observed that using short stories and anecdotes could be used as an approach to enhance learners' productive vocabulary. The study could also be used as a pedagogical input to ELT practitioners in teaching and developing an interest of vocabulary in students.</i></p> <p>Keywords: Code Switching, Anecdotes and Short Stories, Translation and Target Vocabulary, Teachers' Belief.</p>

Introduction

In language teaching and learning process vocabulary is an indispensable part of learning language. It is generally agreed that a good vocabulary plays a major role in language learning. Wallace (1982:9) states that "...not being able to find the words you need to express yourself is the most frustrating experience in speaking another language whereas if we have the vocabulary we need it is usually possible to communicate after a fashion." But just a single word may help you to express your ideas and feelings. Keeping up with the wandering young minds and motivating them to learn English making them learn the various nuances of the language especially vocabulary has been a challenge with the technical students as they are naturally more oriented to their core subjects . To motivate and develop an interest the ELT practitioner has used the time old and tested method of teaching short stories and anecdotes in the class room. It has been observed a considerable improvement of attention from the learner's side. The practitioner not only targeted the listening, grammar and the inspirational aspect of the language learning but the main focus was on developing an interest in vocabulary building. The practitioner wanted to introduce a minimum of 5 words with a maximum of 8 to 10 words depending upon the complexity and content of the short stories and anecdotes relayed. The new vocabulary words or the target words were written on the board, explained in English as well as in L1 or mother tongue for better understanding. This technique of switching to mother tongue is called code switching. The purpose of this study is to develop interest among learners. Further, the present

study intends to develop target vocabulary through short stories and anecdotes. The target vocabulary is also explained through code switching or translating the word to the L1 language.

Code Switching

Code mixing can be defined as a phenomenon in which a word or an expression from one language is used in a group of words or an expression from one language is used in a group of words whose structure belongs to another distinct language (Wardhaugh 1990:104) In the field of linguistics, code-switching or language alternation occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation.

Translation

Many studies suggested a positive and facilitative role of translation (Husain 1994; Kern 1994). Recent research in pragmatics also suggests that greater awareness of L1 helps in the more effective communicative use of L2. Translation is a means by which both languages can be assessed. Rather than being seen as an obstacle to real language use, translation might more effectively be viewed as a way of fine-tuning the language to be used in given situations and conditions (Owen, 2003).

Liao (2006) summarizes the positive aspects of using translation: (1) it can help students comprehend L2; (2) it can help students to check whether their comprehension is correct; (3) it eases memory constraints in memorizing more words, idioms, grammar, and sentence structures; (4) it can help students develop and express ideas in another language; and (5) it can help reduce learning anxiety and enhance motivation to learn L2.

Translation or code mixing can be used as a tool in the language teaching. It does not hamper in fact teachers should translate the vocabulary to their learners as it is a fundamental basis for language teaching.

Short Stories

Short stories are effective in helping English learners to practice all four aspects of language learning: reading, writing, listening and speaking. One can practice one's reading skills when one see the vocabulary words he/she has learned in context. Further, short stories can be used to enhance writing skills of learners by using them as models. By writing stories, the learners get more practice in the use of vocabulary and will be able to generate their own sentences. Further stories can be used for the following reasons:

- a) To help learners to apply the concepts and techniques they have learned in their own writing
- b) To enhance learners' skills and interest in reading and appreciating short stories from a wide variety of sources
- c) To help learners to talk about fiction in an informed way
- d) To introduce learners to storytelling as an art form

Anecdotes

An anecdote is always based on real life, an incident involving actual persons, whether famous or not, in real places. For Example, a language teacher uses to translate or code mixing is "Almanac" which is a word not so commonly used and had to be explained as a part of the short story explanation so make it clearer, the teacher used the word "Panchagam" an Indian word equivalent to Almanac. Another example is to explain the word "Anecdote" the teacher switched the explanation to L1 and used a phrase in it. The phrase helped the students to instantly get the meaning and showed interest in further learning of the class.

Research Objectives

The study aims to explore the use of code switching while with specific focus on vocabulary development teaching through anecdotes and short stories. Teachers use pedagogical decisions related to this technique.

- Is there any purpose of using code switching and how do teachers use it in their classes?
- Do teachers support vocabulary development through short stories and anecdotes, what are their opinions?

Data Collection Procedure

The Questionnaire has been prepared with 10 questions related to the above research objectives and the responses have been analysed and summarized. At the outset questionnaires were administered to find teachers' opinion on the use of anecdotes and stories in the language classroom. Further, a few classes were observed and finally a teachers were interviewed to find specific details of their classes.

Sample

The sample of the study includes ten teachers teaching English language to Engineering colleges. They have been teaching vocabulary as a part of the syllabus.

Teachers' Beliefs

Richards (1998) notes that teachers "belief systems are primary sources of teachers" classroom practices as they represent the "information, attitudes, values, expectations, theories and assumptions about teaching and learning". Similarly, a study by Burns (1992) revealed that teachers' beliefs influence the approach to language teaching and their instructional practices with reference to the affective reasoning and their own image as teachers in the classrooms. The findings on research of teachers' beliefs has been considered an important aspect of constructing teacher education programmes as it is believed that these beliefs have a major role in the development of student teachers

Results from Questionnaires

Almost all teachers agreed that teaching vocabulary is an important part of ELT. They also agreed that they always introduced vocabulary to their students. Some of them said they haven't tried using vocabulary in their classes by teaching anecdotes or short stories but they would like to try. Many teachers opined that code mixing provided an instant grasp and develop interest in the students on the topic being taught. Communication especially vocabulary development can be improved by using translation a stimulating and enjoyable exercise but many of them opined that they are not so much comfortable using L1 in the class. Some of them are of the old school idea that teaching vocabulary in L1 is not a good idea or they partially agreed but these teachers are mostly of the old school thought of teaching and were not exposed to ELT (code mixing) approach. A few teachers did feel that using code mixing and translation a good idea in language class? Teachers opined that if a learner can't learn the way we teach them may be we need to teach the way they understand. The ultimate goal has to be improving the language skills that could be vocabulary usage in both oral and written skills of the learners. In summary, the arguments for using translation in the language classroom outweigh the arguments against it. They all agreed that story telling is powerful way to reach out to students and teaching relatively new vocabulary could be a good technique to be applied.

Results from Classroom Observation

The classroom observation of two ELT practitioners was carried out during this study. It was found that the teachers sometimes used L1 to introduce or explain a new word and the students have understood and grasped the word quickly. A certain interest which perked up in the

students was noticed by the observer. When the words were asked to the students after a fortnight they readily remembered and used it in the sentence. The practitioners reported that the usage of code mixing had a positive influence in learning L2 in the students. So the class room observation has proved that code switching is an effective ELT technique.

Results from Interviews


Many teachers are of the opinions that vocabulary learning is an essential and very important learning aspect of language learning. They also believe that grammar can be learned later after acquiring a good range of vocabulary. They opined that introducing vocabulary through anecdotes and stories would be interesting and is very well remembered by learners. They usually used L1 to teach vocabulary when they were no equivalent words in English language itself (e.g. Almanac). The teachers did feel that the issues or problems of using anecdotes and stories to teach vocabulary is the time constraint and little more planning is required by the teacher so as to introduce the word. Some teachers felt that relying on L1 more would not be a good idea to students who come from it as they will stop making effort in learning L2.

Findings, Conclusion and Recommendations

It is suggested by teachers that the course designers must work on preparing various activities using translation as a tool and give them as packages for use in the classroom. It is also suggested that the teacher need to prepare some stories or anecdotes they plan and teach and which vocabulary they would like to introduce through them. Through the above research it's clear that some teachers do feel uncomfortable to teach words in L1 but the benefits should be highlighted and teachers need to encourage the use of code switching appropriately. Code switching should not be seen in a negative light but an effective tool to teach vocabulary which give positive results, if used in the right method. This has been seen in the class observation done during this study, teachers need to be educated and encouraged to use it to improve the vocabulary learning ability of their learners.

References

1. Allen, Virginia French. (1983). *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.
2. Husain, K. (1995) *Assessing the Role of Translation as a Learning Strategy in ESL*. *International Journal of Translation*, 1(2), 59-84.
3. Kern, R. (1994). *The Role of Mental Translation in Second Language Learning*. *Studies in Second Language Learning Acquisition*. Vol. 16, pp.441-461.
4. Liao, P. (2006). *EFL Learners' Beliefs about and Strategy Use of Translation in English Learning*. *Regional Language Centre Journal*, 37(2), 191-215.
5. Mogahed, M. (2011). *To Use or Not to Use Translation in Language Teaching*. *Translation Journal*, 15(4).
6. Nation, I.S.P (2001). *Learning Vocabulary in another language*. Trumpington Street. Cambridge: Cambridge University Press.
7. Richard, J.C. & Rogers, T.S. (2001). *Approaches and Methods in Language Teaching*. (2nd ed.) New York: Cambridge University Press.
8. Thornbury, Scott. (2000). *How to teach Vocabulary*. Pearson: UK.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>UNDERSTANDING THE CONTENT, CONCEPT AND CULTURE THROUGH LOCALIZATION OF FEMINISM IN OLGA'S 'TOLI VELUGULU'</p>
<p>Sree Raghuram Koduru Assistant Professor, Department of S&H, VFSTR University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The imperial government was success to propagate the English language, culture and religion across the world through East India Company. This happened after industrial revolution. In the history of human evolution, according to anthropology, many changes occurred from time to time. These changes were common across the globe and based on the availability of food, water and other amenities, different cultures came into existence and some of them ruined and very few exist. However, the philosophy of life is/was common everywhere. But, 18th and 19th centuries are significant in the human evolution with new ideologies like Democracy, Feminism, Marxism, Radical thinking etc. These ideologies spread across the world through translations. These translations localized the content and help the readers to understand and gain the knowledge on the content, concept and culture across the world. Of them, feminism, spread across the world through translations and brought awareness in different societies. P. Lalitha Kumari whose pseudonym is Olga translated the first wave (1830-1920) of the feminist thought of the twentieth- century (Nair 2010) in to Telugu with the title 'Toli Velugulu' (2003). This translation work provided knowledge on the concept of feminism and the content introduced the researcher the culture of the west (in those days). The present paper aims at the researcher's understanding of feminism through the translated work of Olga.</i> Keywords: Localization, Olga's Translation, Feminism, First Wave.</p>

Introduction

Indian culture is unique in the world with its culture. Unity in diversity is another salient feature of this culture. The condition of the women in this culture was far better than any other culture in the world. Women were not suppressed as in the west. The scriptures gave prominence to women in all aspects and they proved themselves. The famous Sanskrit saying 'yatra naryanthu pujyathe tatra ramathe devathah' says where women are given prominence there the presence of God is evident. In contrast, from medieval to modern times there was a drastic change in the lives of women. This may be due to invasions of Muslim and Christians, the culture got influenced. As a result, the situation of women in India and across the world was almost same. However, women in agriculture based families were given more prominence and had good position in India. For them knowledge was available and had social life in the form of festivals and other religious rituals. Andhra Pradesh, a southern state in India, is unique in many ways especially in social reformation. Many men and women fought against the ill conditions of women and provided better life to them. Unlike the west, these problems were different. The feministic ideas of the western world are adapted by the Telugu writers and propagated in the Telugu speaking regions. Of them, Chalam, Ranganayakamma and others contributed a lot to feminism in the first phase. Later, it is propagated by many writers in different genres, of them, Olga is one and her contribution is noteworthy in propagating the feminist ideologies.

According to Cambridge Dictionary, Feminism means:

1. The belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way.
2. The set of activities intended to achieve this state or an organized effort to give women the same economic, social, and political rights as men

These two meanings are apt without much ado towards feminism's first wave. One can understand that feminism is the struggle of oppression on women for centuries. 'Toli Velugulu' introduces to the beginners to understand the feminism through translation of Olga.

The letter which was written by Abigail Adams to her husband John Adams on March 21, 1779 was dealt with "remember ladies". To that letter he responded sarcastically and it was found in the letter which was written to her friend. The readers understand that this letter was the blue print for other women to against the government to get the right to vote. Here, Olga remarks, that in history, every situation is fighting situation for women to improve their awareness.

Education: Education was not provided to women. The reason was women were meant for house hold work and stretching. Only men were given education. Judith Sargent Murray was also not provided education. But she could acquire knowledge where her brother was tutored by a teacher at their home. Judith Sargent Murray wrote Essay: On the Equality of the Sexes, in 1779 which was published in 1790 is typical essay where she did not criticize the religion or the clergy but mainly focused on cognition and intelligence and other aspects which came naturally and equally to men and women. She posed many questions which were thought provoking on the conditions of women. She argued that if education was provided women would have acquired knowledge on par with men only lack of education made women not to be as intellectual as men. In contrast, she praised the creativity of women in spreading rumors and innovating fashions. In a subsequent letter to her friend she raised many questions on the religious issues which were shown as reasons to down look the women. However she strongly felt that education was the only solution to women to compete with men.

Morals and Morality: Morals were different for men and women in those days. All the morals are in the favour of men and they were set by them. Hence, the conditions of women were miserable. According to the morals the morality of the women was decided. If a woman was proved that she had no morality, her life was gone. The reason was people were more concerned about the morals and morality. The rumors were spread like a conflagration. If it was the women in limelight, she was neglected completely and there ended her public life. This happened in the life of Mary Wollstonecraft who wrote 'Vindication of the Rights of Men (1790)' and 'Vindication of the Rights of Women (1792)'. She created sensation by writing the on men influenced by Edmund Burke. After that, Catherine Macaulay, talked on the equality between men and women in different aspects like education, physical fitness and rights influenced Wollstonecraft to write her second book on women issues. Unfortunately, by this time Wollstonecraft married William Graham who was 21 years younger than her. Hence on the moral grounds people stopped reading her works. Surprisingly, after 150 years she was labeled as misandry, who hated men due to psychological problems. Hence, 'Toli Velugulu' presents the discrimination between men and women in the western society in those days how women were out casted which is not far from the Telugu society.

Liberty and Equality: Frances Wright alias Fanny who expressed her views on the equality of women in the society is the first woman travelled across the country and propagated on liberty and equality. She questioned the male dominance on knowledge through education and truth through knowledge. She wanted education to obtain liberty from the slave thoughts. She argued

that if women could not take part in the society and could not contribute through equality, that society never prosper for not utilizing their energies and power. She urged the society through her speeches that women should be given liberty and equality for the ultimate benefit and progress of the society.

She talked about sexual freedom for women and birth control. She said that it was the women's discretion to how many she could give birth. She was deeply moved by the slavery in America and discussed the problem with Jefferson. She fought for the liberty of the slaves and arranging colonies for them with the government. The community programs, employability training, free education, health policies were practiced by Fanny and later they became the government's programs. These all proved that a woman could do anything possible under the sky with no less commitment to man, provided liberty and equality.

Justice: A man, who wrote about women in 1861 which was published in 1869, was J.S. Mill and it was 'The Subjection of Women'. His relation with Harriet Taylor and her role in writing 'The Subjection of Women', 'On Liberty', 'The Principles of Political Economy: With some of Their Applications to Social Philosophy' was mentioned by Mill was noteworthy. In his writing Mill attempted to talk on the role of the women and their position in family and society were thought provoking. He focused majorly on the women problems like the relations between wife and husband, the over power of men on women, women position, and other issues. The later part of 'The Subjection of Women' dealt with the injustice to women after their marriage. After marriage women must obey their husbands and all the laws were favorable to men. In case of separation, divorce, children, and property women were helpless and their condition was miserable. Mill attacked on this and wanted justice for women not only as a philosopher but also as the Member of Parliament.

Religion: Elizabeth Cady Stanton was against to religion because it degraded women's position in the society. She claimed that canon law, religion, clergy people, state, and politicians wanted women in the frame of the religion so that she could not grow as a human being. She questioned the church why it showed the discrimination towards women. She wrote 'The Woman's Bible' in two volumes. She told that the King James Version and the English version of the Bible were drafted by men and there was scope for women to take part in the Revising Committee. She commented on 1888 version of English Bible that it did not give any prominence or priority to women. She claimed that all religions in the world did not give any importance to women so she did not believe any religion.

Understanding the Content, Concept and Culture through Localization

Through this translation work of Olga, one can understand the content, concept and culture during and before the first wave of the feminism. This book helps the Telugu people to understand the situation of women in the western society and their struggle of existence in the society on par with men. The readers can also learn that women were treated as second class citizen in the society and the miserable conditions. The readers can also understand:

Culture

Through this work of Olga, the western culture can be understood where women were gossip mongers and spread the rumors across the society and spent their time without education. Another aspect of the women was to focus on decorating themselves and finding and imitating new fashions. There was no certain goal to them to lead their life purposefully. They were treated as slaves to men whereas (in slavery) the women slaves (these slaves had a right) could protect themselves against their masters if they were not interested. But the women of the society had no

other go except physical abuse. The women were treated as machines where they give birth to children and denied from education and deprived from gaining knowledge and wisdom.

Content

‘Toli Velugulu’ throws a light on the women problems of those/these days. The struggle of women as suppressed and oppressed creatures in the society brought some revolution in their minds. The women like Judith Sargent Murray, Mary Wollstonecraft, Frances Wright, J.S.Mill along with Harriet Taylor and Elizabeth Cady Stanton and many others fought for women. These people were focused on highlighting the importance of women in the society and their contribution to the economic and social development of the state. To eradicate the discrimination and bringing the right to vote to women was the first and foremost priority of those days. While fighting for this they dealt with other problem like education, morals and morality, liberty and equality, justice and religion were the reasons for the condition of the women. The translation work helps the readers to understand the content of the feminism at the initial stages.

Concept


As Olga said in her foreword of ‘Toli Velugulu’, the concept, feminism is/was misunderstood by many including men and women. The writer was succeeded introducing feminism which was a great struggle of women for certain reasons. The reasons were crystal clear and one could definitely understand and accept with the Cambridge Dictionary meanings of feminism. The book conveys that the feminism is the logical and analytical approach to the progress of women in the society and not to criticize men alone.

Conclusion

In many societies, feminism was misunderstood. As a result, many people had a down look over the feminist activists and feminist writers. In her fore word to ‘Toli Velugulu’ Olga says that feminism is not an extreme behavior of the women and not purely western. Or it is not there to weaken any system or not indulged with any international organization. She claims that these false ideas are spread by the orthodox patriarchal male chauvinists. Because, women are bound to motherhood, sanctity and other responsibilities imposed on them in the form of traditions and faiths. Olga urges to understand the term feminism properly and try to understand it. As a translator Olga was a great success and she succeeded to introduce the feminism from its roots and the causes behind it and the need for it to learn the history and bitter truth. She tried to awaken women from their ignorance and fight for equality in all aspects of life even in the present society. This book is also an eye opener to men to treat the fellow human being as his equal and allow them to take part in the growth of the human evaluation by providing them education, equal morals and morality, liberty and equality, and justice.

References

1. Olga. 2003. Tholi Velugulu: Essays on Feminist Theory. Hyderabad: Swecha Prachuranalu
2. Pramod K. Nayar. 2010. Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism. Pearson, India.
3. https://en.wikipedia.org/wiki/Judith_Sargent_Murray
4. https://en.wikipedia.org/wiki/Mary_Wollstonecraft
5. https://en.wikipedia.org/wiki/Frances_Wright
6. https://en.wikipedia.org/wiki/John_Stuart_Mill
7. https://en.wikipedia.org/wiki/Elizabeth_Cady_Stanton

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>REGIONAL LITERATURE INTO ENGLISH TRANSLATION - UNIVERSAL CULTURAL INTERACTION</p>
<p>Rajeswari Surisetty Assistant Professor, Sri Mittapalli College of Engineering, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Translation is a cognitive activity that continues to thrive, derive and inspire from fiction in the source of any language which grabs appreciations of target language learners generally. It facilitates effective communication for all levels of the learners. In another words, it acts like a 'courier' for the cultural, economical, spiritual, social and behavioral transmissions. Though it is a complicated task for the writers to transmit their regional thoughts into the most spoken language in the world yet, it unites many aspects of the regions globally on different phenomenon. It is an obvious truth that." One must speak to others in the language that their heart speaks" thus, translation of regional literature into English definitely plays a vital role to touch the thoughts of the so called native writers of multi linguistic countries. Indian English writers like R.k. Narayan, Girish Karnad, Kamala Das, Mulk raj Anand Sundara swamy and many others have penned different local concepts into English which have brought them international recognition.</i> Keywords: Literature, Indian Authors, Cultural Transmission, Multi Linguistic, Interstate Relations.</p>

Introduction

Translation plays a significant role in multi linguistic countries like India. According to Article 344(1) and 351 of the India Constitution, in the eighth schedule 22 languages have been recognized as official languages. Himachal Pradesh, Kerala, Manipur, Rajasthan and Tamil Nadu states have English as their official language. Meghalaya has English as its official language and Khari and Garo as additional official languages. Indians have enrooted English language along with their regional languages from centuries ago. As it is a clear factor that India is a multi linguistic country and entrenched with different cultures, traditions even superstitions. Literature is the main source that connects cultural transformation. It is possible with the regional writers to translate their books into English and let the world recognize not only their identity but also open doors for an acquaintance with others country's culture, traditional, social and economical aspects in addition to faiths, beliefs and psychological factors of the regions. The regional translation into the most spoken language really makes the content reach many of the readers and highly understandable. It is already connoted by famous authors in English.

Celebrated writers from India belonged to different regions have hundreds and hundreds of stories from their regions and on mythological aspects. These could be known to the world once those are translated into English. There are many prominent authors in India who could bring our tradition, culture and life styles into universal limelight through their short writings or novels. Among the well noted authors Rabindranath Tagore is the one who unveiled many literary aspects in connection with the nature, culture and traditional values of a common Indian. Social evils in Indian society are untouchability, illiteracy, casteism, communalism, language conflicts, child labor, and violence against women are voiced through the writings of renowned

authors of India which are translated into English. Distinguished writers and their writings which are translated into English and disclosed Indian culture into different spheres.

Rabindranath Tagore's "Collected Short Stories" is translated from his mother tongue which includes Cabuliwallah, mirrors the sensitivity between strange relationships builds between a little girl and a money lender. Many of his books are translated into English and earned him the title of "Nature Poet" and "Viswakavi - The World Poet" especially for "Gitanjali" a Bengali based written translated into English which reveals a relationship between the Almighty and a devotee whose love is unique. It is penned in a unique manner by him.

"Gunahon ka Devata" by Dharmavir Bharti is translated from Hindi by Poonam Saxena into English and published as Chander & Sudha. This entire long love story sets I 1940's at Allahabad reveals how Indians follow ethics and family bounds beyond their delicacies or wishes even scarifications for the sake of family's respectable status in the society. "The House of Kanooru" by Kuvempu a Kannada based famous writer takes us back to the fudeal times in the 1930's. It makes us realize how feudal system affects rural society and modern ideas influenced Youth. "Those days "Sunil Gangopadhyay's Bengali written"Sei Samay" is translated into English by Aruna Chakravarthi is set in the 19th century. It is the tale turns around the revolt of 1857. It also discloses combining romance, history of the country and nationalism.

"The Essence of Camphor" by Naiyer Masud is a translation from Urdu, it the collection of short stories which fully evacuates with tales and dreamlike settings. His style of writing in English is inimitable and inculcates curiosity among the readers of foreign language.

"Tamas" a translation from Hindi by Bhisam Sahni into English pictures difficult and complex subject of Partition with sensitivity and fairness. It is the story deals with different perspectives rather than a single protagonist's point of view. "Samskara" a Kannada translation by U.R. Ananthamurthy is an incredible novel which is filmed in Kannada and brought him into limelight. This novel discloses problems with orthodox Brahmin community. It tries to elevate modern values VS Culture. "The First Floods" is a epic historical novel has five volumes, translated from Tamil by C.V. Karthik Narayan thrills the world with historical events taken place in during the time of Rajaraja Chola I with great skill. Several fictional characters in the novel bring curiosity among the readers.

An uncomplicated style of writing, favor of colloquial language and disregards with grammar have brought fame and name to Malayalam origin writer Basheer whose English translation from Malayalam is "Poovan Banana and other stories". It is extremely joyful to read from children to the adult as it consists of the best regional stories of his region. Premchand, one of the most famous Hindi authors of India is known for many of his famous writings whose introduction isn't necessary for regional Indian literature. One of his Hindi translations into English "Godan" mirrors a story of poor farmer in pre-independence India whose ambition is to own a cow and the outcomes of his desire throws him into trouble waters through discrimination of caste, gender and societal status etc. it also makes us thinks of political views of those days in India.

"In a forest Deer" is a collection of short stories by C.S. Lakshmi who is famous by her pen name Ambai , a Tamil based writer and has strong feminist undertone. She illustrates a range of emotions and situations of an adult being alone in a foreign place and also the wonder of childhood discoveries through this book. Girish Kanrnad, a famous contemporary writer, playwright, actor and movie director. His Kannada writings have been widely translated into English and he is the recipient of Jnanpith Award. His writings are marked for contemporary issues that are expressed through mythological stories. His famous writing 'Yayati' is an

unforgettable for many of foreign language readers. Though his mother tongue is Konkani, he has passion for writing in Kannada. “Tughlaq” (1964) is his best play and made him the most promising play wrights in India. Most of his Kannada writings are translated by Dr. Bhargavi Rao.

U.R. Ananthamurthy is an outstanding writer of Kannada whose English translation from his regional language “Bharathipura” with the collaboration of Susheela Punitha revolves around evil practices ‘Untouchability’ and ‘Caste System in India. It enlightens the reader how it is absorbed in Indian culture and exploited into many ways. Mirza Hadi Ruswa is a popular Urdu poet and writer whose novel “Umarao Jan Ada” is considered to be the first Urdu novel by many in the world. It portrays the tragic fate of a courtesan Umarao Jan in Lucknow and also the practice of trafficking women who are stamped as lower grade women in ancient Indian society by Kings to common people. “Chameen” is an English translation from Malayalam by T.S. Pillai who is a recipient of Padma Bhushan and Jnanpith Award for his exceptional literary writings in his regional language. It brings out casteism which is enrooted in Indian society from centuries ago and even the issue of women fidelity how it is connected with the safe return of a husband which is believed in every rural Indian woman’s lives.

Charles Philip Brown who taken much interest in Telugu is indebted for his relentless support for Telugu in three ways especially. He produced his own works in Telugu as well put efforts to rediscover old works which were printed by his finance help. It is believed that he borrowed money to complete this task and he took much interest in Vemana’s writings in 1824 and translated them into English. He was employed in London from 1835, by Horace Hayman Wilson in cataloguing South Indian Languages manuscripts from the East Indian Hose Library.

He had prepared many commentaries for some of the published works in order to know understand by non-scholars and even he sponsored them. He used to write comments and suggested to write comments for poetry for better understanding of a reader. Some of the famous publications he sponsored are Tale of Nala by Raghava in 1841, The Calamities of Harischandra by Gauranana Manri in 1842 and Peddana’s Manu Charitra in 1851.


He used to collect stories and poems of common people in rural India especially and published them initially. He was not much interested in pedantic works. Many of major works in Telugu are translated by him. In addition to this he used to monitor the work which was copied by non-scholars. It is a distinct fact that regional translation helps for national integration through a systematic approach. No two languages in India are intertwined with same parameters or similarities whereas writing forms are different and spoken language is the other aspect in many of the regional language cases hence regional translation is via for cultural, traditional, financial and spiritual interaction for integrating states in a country together.

Conclusion

Literature is a systematic approach of universal interaction via translation. An artistic endeavor helps for interaction of people globally. Many of the prominent regional Indian writers’ books which are translated into English are discussed above. They have enlightened the world about family system, cultural, traditional practices, rituals according to their religion and region of India. It is worth to mention that superstitions are also part and parcel of Indian lives which may be a wonder for foreign land and native of westerns. So it is regional translation that enthuse readers to attract towards different cultures through writings.

References

1. Tharu, Susie & LalitaK. (eds.) 1993. Women Writing in India Vol. I & II. New Delhi: Oxford University.
2. Schwab, Raymond. 1984. The Oriental Renaissance: Europe's Discovery of India and the East (1680-1880). Gene Patterson - Black and Victor Reinking. New York: Columbia University Press.
3. Menton, Ritu. 1995. A Publisher's Viewpoint 5.1 in Indian Review of Books.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>INCESSANT ESCALATION IN THE TRANSLATIONS OF INDIAN AND LATIN AMERICAN LITERATURES</p>
<p>D. Vijaya Lakshmi Associate Professor, Vishnu Institute of Technology, Bhimavaram, West Godavari, Andhra Pradesh</p> <p>Ch. Rupa Jhansi Rani Research Scholar & Assistant Professor SRKR Engineering College, Bhimavaram, West Godavari, Andhra Pradesh</p> <p>P.V. Ravi Kumar Assistant Professor, K L Deemed to be University, Vijayawada, Andhra Pradesh</p>	<p>ABSTRACT <i>English has been socially privileging language in India for over a century. Importance of English in trade, travel, administration etc, makes English language an invaluable choice as the medium of instruction in education. Students study various topics in literature such as fiction, non-fiction, mystery, drama and so on. Among all these fiction is the most translated genre worldwide. There are different kinds of narratives appearing in translation, such as novels and short stories, lyrical and philosophical, realistic and fantastic, psychological and political, etc. In the present scenario, translation is the bridge between the literature of the past and the present generation. Considering this tradition of translation, this paper argues that the canonization of Indian and Latin American literature in English translation need attention in today's fast changing literary outlook since postcolonial writing represents the newest literary tradition. Modern period (1960 onwards) is taken into consideration for focusing on translation in this paper.</i></p> <p>Keywords: Language, Translation, Indian, Latin American.</p>

English has been socially privileging language in India for over a century. Importance of English in trade, travel, administration etc, makes English language an invaluable choice as the medium of instruction in education. Students study various topics in literature such as fiction, non-fiction, mystery, drama and so on. Among all these fiction is the most translated genre worldwide. There are different kinds of narratives appearing in translation, such as novels and short stories, lyrical and philosophical, realistic and fantastic, psychological and political, etc. In the present scenario, translation is the bridge between the literature of the past and the present generation. Considering this tradition of translation, this paper argues that the canonization of Indian and Latin American literature in English translation need attention in today's fast changing literary outlook since postcolonial writing represents the newest literary tradition.

According to George Steiner, the history of translation is divided into four periods. First period was considered with the Roman translators Cicero and Horace to Alexander Fraser Tytler, the second period continued up to Valery, from Valery to 1960s was the third period and from 1960s to present days is called fourth period. Modern period (1960 onwards) is taken into consideration for focusing on translation in this research paper.

In 15th century, translation attained more significance with the invention of the printing press. Besides the progress in translation, Christianity spread across the world. In the period of the Reformation, The New Testament was translated by Christian missionaries and the Bible translations increased the patronage of Christianity and took new dimensions. Translation studies were established as a discipline in the last decades of the twentieth century. Translation is not only a high level linguistic process but also a cultural activity in which the translator has to reproduce the original author's idea to a different culture without losing the grace of the text. The translator's major role is to stand between not only the languages but also the cultures. In the 21st century, due to globalization, cultural exchange is playing an important role.

Translation became more significant in the post independence period. In 1960s, the scenario changed to the extent that translators and translation theorists like P. Lal acknowledged that they “strongly believe that, all other things being equal, an Indian is better equipped to translate India’s sacred works than a foreigner.” The four famous works which further bear the testimony of translations of The Ramayana and The Mahabharata into English by R K Narayan and Chakravarti Rajagopalachari respectively and the two anthologies New Writing in India (1974) edited by Adil Jussawalla and Another India (1990) by Nissim Ezekil and Meenakshi Mukherjee.

On the other hand, the translations of Latin American literary works appeared from the 1960s to the 1980s. In fact, Jorge Luis Borges owed his international renown due to the progress of translation, and spoke of his indebtedness to Borges’ first translators: “Nestor Ibarra, and Roger Caillois, who in the early 1950s daringly translated me into French, were my first benefactors [...] for until I appeared in French I was practically invisible - not only abroad but at home in Buenos Aires” (1988: 444). The publishers of Columbia University Press made at length some introductory remarks in Coutinho’s Introduction to Literature in Brazil worth quoting:

The Institute of Latin American Studies of Columbia University was established in 1961 in response to a national, public, and educational need for a better understanding of the nations of Latin America, and a more knowledgeable basis for inter-American relations. The major objectives of the Institute are to prepare a limited number of North Americans for scholarly, professional careers in the field of Latin American studies, to advance our knowledge of Latin America through an active program of research by faculty, by graduate students, and by visiting scholars, and to improve public knowledge of Latin America through the publication of a series of books on Latin America. Some of these studies are the result of research by the faculty, and by graduate students. It was also decided to include in this series translations from Portuguese, and Spanish of important contemporary books in the social sciences, and humanities (1969:47)

Indeed, the Boom and the post-Boom translators do a wonderful job for the delight, and pleasure of the worldwide readers. In this context, it is commented in the Times Literary Supplement that “The translation is a pleasantly fluent one” (1969:180). Translators have often identified that each language is comprehensive in itself, and not inferior to other languages. Susan Bassnett McGire in her book Translation Studies highlighted the quotation of Octavia Paz on translation and his summing up that all texts being part of a literary system descended from and related to other systems are ‘translations of translations of translations’:

Every text is unique, and, at the same time, it is the translation of another text. No text is entirely original because language itself, in its essence, is already a translation: firstly, of the non-verbal world, and secondly, since every sign, and every phrase is the translation of another sign and another phrase. However, this argument can be turned around without losing any of its validity: all texts are original because every translation is distinctive. Every translation, up to a certain point, is an invention, and as such constitutes a unique text (1980:38).

In 1980s the Shitya Akademi devoted to the development of languages and literatures in India. The two great translators Gayatri Chakravorty Spivak and Harish Trivedi were emerged internationally. As a translator, Gayatri Spivak translated Jacques Derrida from French and Mahasweta Devi and some other writers from Bengali into English. Apart from Spivak and

Trivedi, there were two more translators or translation theorists, who had also shown their presence internationally with their translation research, Tejaswini Niranjana and Rita Kothari.

Latin American fiction played a pivotal role in World Literature and had made a prominent contribution in the past decades. The genre introduced and revolutionized the multiple narrative structures, different angles on historical developments, the magical realist aesthetic, unorthodox notions of time and the accumulation of spiritual and existential themes. Its huge international success has been made possible through the work of skilled translators who interpret both language and culture. In *The Oxford Guide to Literature in English Translation* (2000), Peter France writes,

[once] their words were translated, [they] became something other, depended on the writerly choices of a significant group of translators. Yet, these translators remained hidden due to the assimilation process preferred by the British, and American publishing industry. It seemed as if those Latin American novelists actually wrote in English (2000:256).

Seix Barral, the Spanish publishing house in Barcelona, introduced Boom literature to Borges, Vargas Llosa and Fuentes who were marked and awarded with literary prizes. Despite the politically antagonistic environment in some areas like Francoist Spain, the Boom novelists became prosperous there and soon influenced the English speaking market through translation. As a result of their growing success, many Latin American writers moved, and travelled abroad to write and to propagate the themes of their home countries. Contemporary writers of Latin American literature became central figures of the World Literature which helped the authors like Borges and Asturias, to find a wider audience, and paved the way for later popular novelists like Marquez, Isabel Allende and Paulo Coelho.

Indian English writers such as Dilip Chitre and Arun Kolatkar translated from Marathi, Arvind Krishna Mehrotra from Hindi, R Parthasarthy from Tamil and Jayanta Mahapatra from Oriya into English played a pivotal role in translation. The other group of members was Jyotirmoy Datta, Kishori Charan Das, Vinda Karandikar, K. Ayyappa Paniker etc. Since 1980s, there had been dramatic changes in the production, reception and respectability of literary translations into English. There was a steady flow of carefully produced translated texts that were read, discussed and engrossed into new canons of literature. Later the translation industry was focused than ever before. The translations into English today have formed an important moment in the present scenario.

From the west, renowned writers like Victor Hugo and Gabriel Garcia Marquez acquired a gigantic readership across the world through translation. If their works were not translated, they would have gone unnoticed globally. Due to globalization, the products around the world become familiarized and similarly, translation has brought many a culture into our reading room. Translation provides the reader with a wide knowledge of world literature. With the advent of science and technology, the process of translation has become a part of world literature, and now it enjoys a place of its own in the global literary phenomenon.


Margaret Jull Costa, Allan R. Clarke, Nalappat Narayana Menon and others are the popular translators and with them the Latin American literary trend is glorified in the world. Thus, no doubt translation gives pleasure to the millions of readers worldwide. In the world literature, every versatile writer of the culture became an iconic figure. For instance, the works of the Brazilian writer Paulo Coelho have gathered a wide readership across the world with translation. He creates, in the 2009 edition, the Guinness Book of World Records for being the

most translated living author along with the translated all time author, Shakespeare, for his book, *The Alchemist* which has been translated into 150 languages.

Translation plays a pivotal role in our daily life. It paves the way forward for global interaction. It is relatively easier to reach readers that are thousands of miles away. It has resulted in a need for translation in diverse fields such as education, science and technology, mass communication, literature, religion, trade and business. Regional writings of both India and Latin America are read by the English speaking population as English is a lingua franca. The heritage and cultural exchanges of regional languages can represent the country's literature aboard though it is an Indian or Latin American Literature.

Works Cited

1. Borges, Jorge Luis. 2004. 'The Translators of the One Thousand and One Nights' in the *Translation Studies Reader* Lawrence Venuti (ed.). New York and London: Routledge.
2. Niranjana, T. 1992. *Siting Translation: History, Post structuralism and the Colonial Context* Berkeley, Calif.: University of California Press.
3. Coelho, Paulo. 1988. *The Alchemist*. Alan Clarke (Trans.). New York: Harper Collins Publishers.
4. Bassnett, Susan. 1980. *Translation Studies*. London: Methuen.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>MEASURES TO CORRECT THE PUPIL IN THE USAGE OF ENGLISH</p>
<p>Sridhar Kumar Burra Research Scholar, Department of English, K L Deemed to be University, Vaddeswaram, Guntur, Andhra Pradesh</p> <p>Dr. Ch. Chandra Mouli Assistant Professor, Department of English, K L Deemed to be University, Vaddeswaram, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Children do mistakes because they are children. They are to be corrected and moulded. But a teacher plays a very important role in the life of children to rectify their error to lay firm foundations for future useful citizenship. In the modern times due to explosion of knowledge and expectations, the role of the teachers has undergone tremendous transformations. The job of a teacher is very crucial and challenging. It is he who shapes the students' life in the best possible way. Here, this paper provides an insight into various activities of the teacher and their uses in class room situation to mould children.</i></p> <p>Keywords: Error, Rectification, Knowledge, Activities.</p>

The general complaint is that children do mistakes because they do not understand the concepts and they do know the information. They are expected not to commit any mistakes. But the truth is forgotten that it is only by committing mistake, children learn. Children get their experience from learning. They grow and develop orderly in predictable ways, they love to learn how to move about in their world, they love to communicate in the language what they know, want to spend the time in the company of the same age children and they want to play and sing.

Problems in the Usage of English Language

It is ubiquitous to see that the school learners' English is erroneous. It's a worthy question to ask for the reasons and of course it is also quite just to feel no harm because the children of other than mother tongue are not facilitated with the desired and deserved learning ambience with the modern aids. But the truth is that a right thought and a perfect endeavor are not made to find a special panacea to deal with the situation. Children naturally commit errors in reading and writing as it is their second language. When we compare the quality of learning and the speed and span of acquiring the skills in other subjects particularly mathematics and sciences, we shall be in a fix. The same may be said regarding the vernacular children who find mathematics and sciences not as hard as English language. The vocabulary used in English language seems to be unfamiliar and somehow taking to the learners.

The Role of the Teacher

As a teacher we should provide effective and efficient error correction. Children make errors even during the most carefully planned lessons using well designed instructional materials prompts, demonstrations, and repartitions, individualized attention, the errors occur. Students answer incorrectly, incompletely and recklessly or do not respond at all. The importance of providing feedback to students when they make errors is stressed. So the teacher as well as every responsible member of the society should help them and provide effective an efficient error correction to them.

Do not insist students not to err during the acquisition of a language like English. Now-a-days, generally children prefer 'learning by doing' methods. The error correction should be quick because teaching should be finished within the time or sometimes too many errors make students lose interest or create confusion which need more and clear discussion for better learning. When a

student errs, teachers should offer hits positively. The negative remarks or criticism whether it is harsh or mild may obstruct the learning of the children complete. They may show disinterest towards acquiring and the correction of their own language. The teacher should make them to feel proud as the best and the correct users of English language with his/her pertinence and friendly attitude.


Every state in India owns it's kind of culture, language and life style. Protecting these precious regional languages, traditions and life styles, we should adhere to the principles and unite ourselves for the sake of one language across the country that is English as to make this nation a global hub for education, employment and culture. For this some modern language correction should start from now onwards in the class room and out of the class room. It is suggestible to setup the mobile labs of English language and language labs in every village school. The much desired career making and growth should start from the schooling and with the help of language efficiency. In this aspect the emphasis is on the improvement of English language and the respective skills. They have to be enforced through a free and fearless association or company between the teacher and the taught. Today expressionism occupies the big seat with the effortless and ceaseless fluency of English language, through which the transactions, relationships and educational motives are dealt with a soft and gentle dialogue to pave the avenues for the future citizens to benefit them in personal life and professional life.

Conclusion

The teacher's careful supervision and scrupulous correction regarding the errors in English language of his children would further enrich the children's learning ability and the power of acquisition. Checking of the spelling, correction of the structural items need a heed by the teacher. The language when it is spoken well, it is received well and would be responded well between the speaker and the listener. The communicative approach and the standards in functional skill would strengthen not only the child but also the entire class under the expertise guidance of the teacher. The children should be able to speak correctly and write the compositions error freely. The objectives are met when the correct language is used by his pupils. With all these practices the teacher can develop some qualities with the children. They should know about their language and body language speaks of themselves clearly. They have to mingle with others and understand them in an amiable manner. They should exhibit decency and dignity of life in the acquaintance of the best language users. They should learn to establish and maintain the relationships. Correspondence and warmth will the right communication. They learn to use the language correctly, positively and situationally. They learn to possess tremendous self-confidence. They learn to respect the learned people and the highness of the laws and constitution. They learn how to possess and improve the human values. They can easily work with the working class and the elite class. They also like to acquire knowledge for their entire life-by reading great personalities and the books of language prominence. Children can realize the educational system and they strive to reach there with the help of good communicative language.

References

1. Dhankar, R. (2002). Wanted a more whole some notion of quality adhoc approach to a crucially important issue in DPEP. Journal of AIA for Educational Research, Vol. 14.
2. Donn, Byrne. 1976. Listening comprehension teaching oral English. New York: Longman.
3. Freeman, Sarah. 1996. Written Communication in English, Hyderabad: Orient Longman.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>SYMBOLISM AND PSYCHOLOGY DEPICTED IN SHIRLEY JACKSON'S 'THE LOTTERY'</p>
<p>Swathi Tekumalla Assistant Professor of English and Soft Skills Trainer, Department of B S & H Vignan's Lara Institute of Technology and Science, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The Modern Age authors are prone to touch the intrinsic emotions and disturbances caused due to the paranormal impurities of the human psyche and adding a 'Human Touch'. As an international medium for sharing, English provides a vast scope for the nations to exchange the best as well as the bad practices among. In the present work the author wishes to bring out the symbolism and psyche imbibed in the short story 'The Lottery' (1948) by Shirley Hardie Jackson, an American writer popularly known for horror, mystery and gothic. This story in particular best depicts Jackson's view on people. 'A reader can see that she views life as irony and notices the evils and darkness that lurks within every individual (Hilton 250)'. In the work, she depicts the scenic beauty of a village in the beginning and exposes the internal hardness and cruelty of a mob-psychology at the end. Thus proves that there is a vast gulp between seen and felt, exposed and experienced. She wrote about the mundane evils planted in the society. We can witness the author's perspective on life and observe the hidden irony, evils and darkness internalized in individuals.</i></p> <p>Keywords: Symbolism, Intrinsic Emotions, Mundane Practices.</p>

1. Introduction

"I implore you not to read this story unless you can take a day or a week afterward to think about it. A great story, like a great vintage, throws a crust of sediment which may destroy - the bouquet and cause ulcers later. If you don't feel the tweak of the ulcers, you haven't really read the story"

- Christopher Morley, author of The Haunted Booksh about 'The Lottery'

Shirley Jackson, a well educated and independently sculptured American writer of early twenties, began writing as a teenager. Jackson published her first short story, "My Life with R. H. Macy," in the New Republic in 1941. From then on, she published short stories frequently in reputed magazines and literary journals, balancing her time between writing and raising her four children. Though she was a Californian by birth and native of New Hampshire, the family migrated to the small town of North Bennington, Vermont. Jackson did not fit in easily in North Bennington, and the town likely served as the basis for the New England town depicted in 'The Lottery.' according to some critics. 'The Lottery' caused outrage and controversy when it first published in the New Yorker in 1948, but now it is considered as Jackson's most famous work. Later on the story was also included in the collection 'The Lottery and Other Stories' (1948). All of Jackson's works explore the hidden horror, haunting, psychological unease and perverted humanism under the guise of tradition.

2. Review of Literature

Donna Burrell has labeled Jackson's method of analysis the

"folklore of the modern suburb, concerned with representing particular societies or community systems, not simply a few of the members.

To some degree the system is the protagonist; many of the events seem

included merely to illustrate the interactions of the elements, and even the rules of the interactions.”

can be perceived that all Jackson’s characters are flat rather than round, shaped strictly by the social practices to establish their position in the social system of the story.

“In her art, as in her life, Shirley Jackson was an absolute original. She listened to her own voice, kept her own counsel, isolated herself from all intellectual and literary currents . . . She was unique.”

- Newsweek

She proved her uniqueness in the characterization of the malpractice as the prime protagonist rather theme in the short story subliming all other human characters.

“Shirley Jackson is unparalleled as a leader in the field of beautifully written, quiet, cumulative shudders.”

- Dorothy Parker, Esquire

Thus she created a mile stone in the literature by ‘Humanizing the English Studies’ and mirroring the social evils deep rooted in the societies. In fact Jackson was proud when the then-apartheid-based South African government banned the story.

“Perhaps more than anything else, the horror story or horror movie says it’s okay to join the mob, to become the total tribal being, to destroy the outsider. It has never been done better or more literally than in Shirley Jackson’s short story ‘The Lottery.’”

- Stephen King, Danse Macabre

She has been lauded as the one and only in presenting a horror story in a more peaceful manner describing the setting of the beautiful day, June 27 in a small town. Village children, who have just finished school for the summer, run around collecting stones. They put the stones in their pockets and make a pile in the square. Men gather next, followed by the women. Parents call their children over, and families stand together. This description not at all giving any clues to the reader of the forth coming horror and maintains all the suspense.

3. Review of Present Work

The plot of the story develops in an American village, where, every year on 27th June, so-called lottery takes place. At first stage of the lottery, a family is chosen, in the second stage, the selection occurs within the chosen family. The “winner” is then stoned to death by the whole population of the village. The villagers believe that the well-being of the community depends on the old ritual that has existed since the times of the founders. The plot is strictly chronological. The reader learns only at the end, what awaits the winners of the lottery.

3.1 Symbolism

3.1.1. The Black Box

‘Mr. Summers spoke frequently to the villagers about making a new box, but no one liked to upset even as much tradition as was represented by the black box.’

The shabby black box represents both the tradition of the lottery and the illogic of the villagers’ loyalty to it. The black box is nearly falling apart; hardly even black anymore after years of use and storage, but the villagers are unwilling to replace it. They base their attachment on nothing more than a story that claims that this black box was made from pieces of another, older black box. However, other lottery traditions have been changed or forgotten. It symbolizes how the villagers are stick to follow up the in human, wildly cruel evil practice showcasing lame pretexts.

3.1.2. The Lottery

The lottery represents any action, behavior, or idea that is passed down from one generation to the next that's accepted and followed unquestioningly, no matter how illogical, bizarre, or cruel. The lottery has been taking place in the village for as long as anyone can remember. The only clue given in the story is the voice of Old Man Warner:

"Seventy-seventh year I been in the lottery,"

Old Man Warner said as he went through the crowd.

"Seventy-seventh time."

It is so much a part of the town's culture, unquestioned. As the Old Man Warner says:

"Lottery in June, corn be heavy soon"

The result of this tradition is that everyone becomes party to murder on an annual basis. The lottery is an extreme example of what can happen when traditions are not questioned or addressed critically by new generations.

3.1.3. A Scapegoat

The act of stoning a randomly selected villager to death is the age old custom in the village. There is lot of symbolism in the conversation between the two ladies:

'Mrs. Hutchinson came hurriedly along the path to the square, her sweater thrown over her shoulders, and slid into place in the back of the crowd.

"Clean forgot what day it was," she said to Mrs. Delacroix, who stood next to her,

And they both laughed softly. "Thought my old man was out back stacking wood,

"Mrs. Hutchinson went on. "And then I looked out the window and the kids was gone, and then I remembered it was the twenty-seventh and came a-running."

She dried her hands on her apron, and Mrs. Delacroix said,

"You're in time, though. They're still talking away up there."

Here it sounds that Mrs. Hutchinson was in time to receive the 'Lottery' and consequently face death. All the words of Mrs. Hutchinson are taken fun fully by the readers till the end.

3.1.4. The Color of Black

The color of the 'Box' as well as the 'Spot' on the lottery winner's paper symbolizes the forth coming misfortune to the scapegoat.

3.2. Psychology

3.2.1.

The story visualizes the power of blind beliefs and superstitions. Normally when a single person voices against the deep rooted malpractices, he faces the entire crowd. The conversation between the Old Man Warner and Mr. Adams subtly reveals the fact:

"They do say," Mr. Adams said to Old Man Warner, who stood next to him,

"that over in the north village they're talking of giving up the lottery."

Old Man Warner snorted. "Pack of crazy fools," he said. "Listening to the young folks, nothing's good enough for them. Next thing you know,

they'll be wanting to go back to living in caves, nobody work any

more, live that way for a while. Used to be a saying about 'Lottery in

June, corn be heavy soon.' First thing you know, we'd all be eating

stewed chickweed and acorns. There's always been a lottery," he added petulantly. "Bad enough to see young Joe Summers up there joking with everybody."

"Some places have already quit lotteries." Mrs. Adams said.

"Nothing but trouble in that," Old Man Warner said stoutly. "Pack of young fools."

3.2.2.

The story also speaks of mob psychology and the idea that people can avoid a valid reason cruelly if they are part of a large group of people behaving in the same manner. The idyllic setting of the story also demonstrates that violence and evil can take place anywhere and in any context. It is the extreme illustration of 'Mob Psychology'.

3.2.3. Uncertainty and Stress

Identifying the victim is merely by chance, there is no choice. Even its done at random without any fault of the individual. Causes lot of stress and nervousness. The elaborate ritual of the lottery is designed so that all villagers have the same chance of becoming the victim even children are at risk. The pathetic of all is how immediately the villagers turned against the victim Tessie for no fault of her except choosing the wrong "black Spotted" paper.

3.2.4. Rejection of Society and Family

As soon as Mr. Summers said:

"All right, folks. Let's finish quickly."

The response of the Crowd followed:

'Delacroix selected a stone so large she had to pick it up with both hands and turned to Mrs. Dunbar. "Come on," she said. "Hurry up." Mr. Dunbar had small stones in both hands, and she said. gasping for breath. "I can't run at all. You'll have to go ahead and I'll catch up with you."The children had stones already. And someone gave little Davy Hutchinson few pebbles.'


Bill Hutchinson and even little Davy also joined the crowd that was led by Mr. Adams and Mrs. Graves. All relations, as a mother, wife, friend, co-villager, are lost with the banishment from the society to family.

4. Conclusion

Tessie's death is a result of the unquestioned irony in the society leading to unwelcomed consequences due to mob Psychology. Nobody stands by the unfortunate rather tries to move with 'Many'. The many may not be people always. It is a custom. Few who wished to question forcefully will be influenced by the stronger or many. Fighting with an evil as per our conscious is difficult and rare. That is made possible by the author, Shirley Hardie Jackson.

References

1. The Lottery - Critical Essay. Masterpieces of Women's Literature Ed. Frank Northen Magill. eNotes.com, Inc. 1995.
2. The Lottery, in the New Yorker Archives.
3. The Lottery and Other Stories (1949) by Shirley Hardie Jackson.
4. The Lottery Themes - eNotes.com. eNotes. 2016-11-07.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>INVASION OF EDUCATIONAL TECHNOLOGY INTO ENGINEERING CLASSROOM</p>
<p>Murali Vemula Associate Professor of English, Vidya Jyothi Institute of Technology, Hyderabad, Telangana</p>	<p>ABSTRACT <i>There is an ever-increasing demand and requirement of today's educational system to guarantee that students are well-appointed for the labor pool and navigate a complex world. It also develops critical and analytical thinking among the students. Keeping the objectives of student learning, technology assists in the achievement of enhanced learning. It increases concentration and engages the students in learning. Technology, in one form or another, is for all time part of the teaching and learning milieu. It is part of a professional toolkit for teachers. Technology has changed the classroom environment drastically in the recent past. This paper laid emphasis on the usage of web for classroom. Technology implementation in engineering colleges becomes easier with computers for learning content. It examines how web tools to support student learning through applications and websites. Educational institutions, teachers and parents consider technology to be a critical part of a child's education. It is understood that latest developments in technology have an impact on the way people create and share information in society and learners require technical skills in the use of ICT.</i></p> <p>Keywords: Educational Technology, Web Learning, Internet, ICT.</p>

Introduction

With the widespread and growth of English around the world, English is used as a Second Language (SL) in a country like India, and it enjoys a high prestige in the country too. At present, the role of English is higher than ever as evidenced by its position as a key subject of a medium. As the number of English speakers is tremendously increasing, the various teaching methods have implemented to achieve the expected outcomes. The use of materials in the form of films, television and radio. It is the reality that these technologies have succeeded in replacing new method of teaching.

The technology engages new challenges to an English Teacher in engineering college. The present system of teaching has drastically transformed with the advent of technology. With an invasion of technology, the classroom set up has got new face value to encourage learners towards learning. ICT provides multiple options to make teaching interesting and also teaching more productive in terms of improvement. Technology is the most significant drivers of both social and linguistic transformation. Graddol (1997) states "technology lies at the heart of the globalization process; affecting education work and culture" (Graddol 1997). The purpose of English has increased rapidly from 1960. The role and status of English language are the languages of social, political, business, industries, mass media, library, communication across cultures, education, e-commerce, online shopping and so on so forth.

The English language is also a crucial determinant of online examinations and processing handsomely paid jobs in the commercial and business sectors. Since there are aplenty English learners in India, various teaching methods have been implemented to test the effectiveness of the teaching process. Technology utilized for the encouragement of latest methods; it satisfies both

visual auditory senses of the learners. With the spread and development of English across the globe, English has been learned and used by many speakers. English is the language at the leading edge of scientific and technological development, new thinking in economics and management new literature and entertainment genre.

Invasion of Technology into Teaching English

The value of English language has increased in popularity so has the need for trained teachers to instruct in the language. It is true that there are teachers in engineering colleges "who use 'cutting edge' technology, but the majority of teachers still teaches in the traditional manner. None of these traditional manners are bad or damaging" (Solanki D. Shyamlee, 2012). In fact, even today they are proving to be useful also. However, these are many opportunities for learners to gain confidence and enhance themselves for the learners. The 21st century is of globalization and is important to grasp foreign languages, and English stands at head and shoulders. English teaching has been with us for many years, and its privilege continues to grow by the advent of the internet. Graddol study suggests that in the year 2000 there were about a billion English learners but a decade later the numbers doubled and it had peaked in 2010. The same study indicates that "over 80% of the information stored on the internet is in English. For the first time, there are more Non-native than Native users of the language and diversity of context in terms of learners, nationality, learning background etc. has become a defining characteristic of ELT today" (Solanki D. Shyamlee, 2015).

With the vast development of multimedia technology and its application comes into full in English class teaching and sets a cooperative platform of reform and exploration in English teaching. It proved that technology plays an optimistic role in promoting activities and effective teaching in the classroom. Technological innovations have gone hand-in-hand with the growth of English and the way in which we communicate.

Necessity of Multimedia Technology in ELT

Now-a-days, the stereotyped traditional teaching is unpopular while multimedia technology featuring audio, animation makes us more access to information. Besides, with such characteristics as abundant information and crossing time and space, multimedia offers a sense of reality, which greatly cultivates interest and motivation of the learners in their study and their involvement in classroom activities. With teachers' instructions leading students' thought process and motivating their emotions, multimedia seeks integration of teaching and learning and provides the students greater incentives. And such in-class activities as Group Discussion and Debates, Ice-breaking activities, Just A Minute (JAM) Sessions can also offer more opportunities for communication between the students. So multimedia technology teaching has inspired students' positive thinking and communication skills in day-to-day life. Receiving information through various channels can equip; the students with the knowledge and bring information sharing among the students and make them actively participate in classroom discussions.

Multimedia - A Bridge between Teacher and Student Communication

Multimedia-based teaching enrich teaching content and make the best of class time break the "teacher-centric" teaching pattern and improves classroom efficiency. Due to large classes it is difficult for the students to have speaking communication with each other. The utilization of multimedia and ICS laboratories materializes the individualized teaching. The traditional teaching mainly emphasized on teachers' instruction, and the information provided limited due to traditional classes. However, multimedia technology goes beyond time and space, creates an authentic environment for learning. Multimedia teaching focuses on the role of students and enhances the importance of interaction between tutor and tutee. The important feature of

multimedia teaching is to improve the ability of the students to listen and speak. During this process, the teachers' role as a facilitator is prominent. Using multimedia in context creation creates a good platform for exchange between the two people.

Multimedia Technology - A Context for English Teaching

Multimedia teaching creates a situation for English language teaching in the classroom. This method makes the classroom lively and interesting. It has its features such as visibility and liveliness. During the process of multimedia teaching, audio and images can be set together, which enhances the initiative of teacher and student. When using the multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine the different context in the process of producing teaching courseware. Through multimedia and network technology, we can offer students not only rich sources of authentic learning materials. To a large extent, these, overcome the lack of authentic language environment and arouses students' interest in learning. In addition to the umpteen advantages, multimedia teaching is flexible. It understood that the content and context can be created only in the classroom, but also outside the classroom. This method also creates a multimedia language environment for the purpose of teaching. "English teaching must focus on the guidance of teachers and be student-centered" (Holec, 1981). The problems of students in classroom teaching can address under the guidance of teachers. In such circumstances, students can use the new technology to their advantage, such as contacting teachers and receiving answers by using emails.

Problems in Application of Multimedia Technology to Teach English: Analysis

In spite of advantages of multimedia to teaching English has to improve effective teaching, there are many problems existing in practical teaching.

Multimedia - A Teaching Aid: Application of multimedia technology is in the classroom and assisting instrument to achieve goals. While if completely dependent on, multimedia devices during teaching, the teachers may be turned into slaves to the technology and cannot play the leading role in teaching. It observed in practice that good numbers of teachers, not only English but also other core subject teachers are active in the multimedia application but not proficient to handle it confidently. In the classroom, the teachers stand by the computer and students are fixing their attention on the screen, and, therefore, there is no eye-contact between teacher and student. The trend of modern information and technology teaching appears to the extremely regardless of the essence of traditional teaching. Hence, the modern educational techniques serve as assisting instrument, and it should not dominate the class. They are substitutes for effective teaching and learning but not alternative.

Less-Privileged in Oral Communication: Analysis and explanation of English by the teachers are effective in sharing knowledge in the classroom from English pronunciation to comprehension. It helps the students to increase thought process and oral expressions whereas, the multimedia featuring audio, visual, textual effect meets audio/visual requirements of the learners. It also results in the lack of communication between teacher and student, replacement of teacher's voice by computer sound, and students have fewer chances for speaking with teachers. With this, English class turns into a show, and students are silent viewers rather than the participants in the classroom activities. It leads to the passive presence of the students in the classroom does not yield learning.

Learning Problems: its Remediation: In practical teaching, it is unfair to duplicate the textual material simply to the screen so that the teacher's position ignored to ensure the function of multimedia in teaching. It proved that appropriate application of multimedia technology to teaching could make breakthroughs in classroom teaching. During multimedia-based teaching,

teachers still pay the major role that their position could not be replaced by the computer. For example, an introduction to each lesson and speaking communication are best ways to develop listening and speaking (among the students) which the computer cannot do. Therefore, teacher's interpretation shall not be overlooked.

The Computer Screen May Not Substitute the Blackboard: Some teachers take the computer screen as the blackboard. They have input exercises, questions, and teaching plans into the computer and display them one after the other. It is true that teachers meant for stimulating situations based on teaching and instruct the students to speak in English. Besides, traditional writing on the blackboard is concise, and teachers can make a certain adjustment if necessary. Presently, multimedia courseware mainly featured to cause audio and video effect. A problem remains that displaying of the content in the PPT form cannot take the place students' thinking on English conversation. Do make the students' speaking skills and developing cognitive skills, teachers should not overuse the courseware in the classroom teaching. The teachers need to encourage the students to use their mind and speak more.

Excessive Usage of Multimedia Technology in the Classroom: An Obstacle: Some teachers may possess that they would totally exploit multimedia technology in their classroom teaching. It also believed that the more utilization of multimedia technology, the better classroom environment may grow, the more actively the students participate in the classroom activities, the more easily the material access to the students. The more interference of teaching subject, the less the students take from the language materials. In practice, if a multimedia technology properly implemented in the classroom, the students can make full use of English. Speaking and develop their overall skills, which is the course objective to introduce multimedia to modern teaching.


Conclusion

"Ideally, the purpose of both the traditional and computer-assisted cooperative learning classroom is to provide a space in which the facilitation of learning, and learning itself, can take place" (Shi, 2008:76). It is obvious that the ultimate goal of multimedia language teaching is to promote students motivation and learning interest. Concerning the growth of technology, we believe that future use of multimedia-based teaching English would further developed. The learning will be more student-centric rather than teacher-centric.

In conclusion, we believe that this process can thoroughly improve students' ideation and practical language skills, which is helped and useful for the effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in the classroom. With computer knowledge on the part of the teachers, overcoming the finance issues in establishing infrastructure and not allowing the teachers to become technophobes.

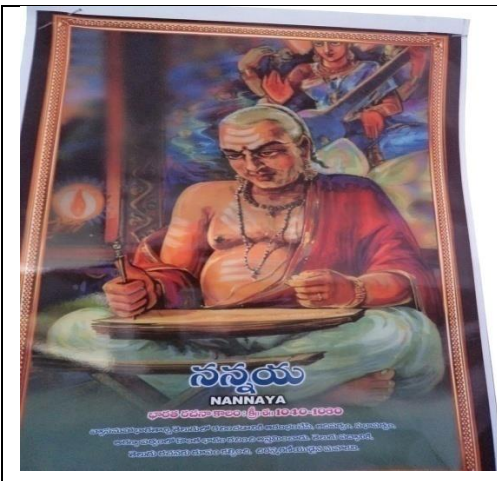
References

1. Graddol, David. (1997). A Guide To Forecasting the Popularity of the English Language in the 21st Century, The Future of English. The British Council. London. UK.
2. Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon.
3. Shi, X., & Levy, S. (2008). *Information Literacy for Learners of the Information Age*, Mason OH: Thomson. 76-77.
4. Solanki D. Shyamlee. 2015. *Use of Technology in English Language Teaching and Learning*. (n.d).
5. Graddol, D. (1997). *The Future of English? The British Council. The English Company (UK) Ltd.*

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>ROLE OF TRANSLATION AS A TEACHING METHOD IN THE LIGHT OF CURRICULUM DESIGN</p>
<p>U. Sriranganath Research Scholar & Assistant Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. G. Mohanacharyulu Associate Professor of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>In order to promote and enhance the learning of English language, various activities are designed as rich resources to be used across the country. Among them, translation is treated as one of the major teaching method in English class room. When the communicative approach is accepted as a major approach in ELT, the role of translation is emerged as a strong element to focus on communicative competence. This paper throws light on the role of translation as a teaching method applied in the curriculum at High school level in United Andhra Pradesh during 1970's and 80's. This study gives a comparative study of the past and present system of teaching methods implementing at High school level. The current situation of English Language Teaching is discussed in the light of the curriculum designed for the High school students.</i></p> <p>Keywords: Translation, EFL, Teaching Methods.</p>

Introduction

Translation may be understood as an end in itself, according to which textual material in one language is replaced with equivalent material in a different language (Catford 1974:20), so that readers may access a final product. Yet, in this article translation will be simply analysed as a potential tool for the EFL classroom; likewise, it will leave aside translation used to train translators. This distinction between translation and so-called pedagogical translation is not a new one. Most of regional vernacular literature in Indian literature is translated from Sanskrit and Dravidian languages. While translating the Epic Sri Mahabharatm into Telugu language, the First Telugu Poet, Nannaya suggested three important qualities to a translator. While making translations from one language to another language, the translator has to keep in the mind the delicacy of the sound, word and meaning. He opined that that the usage of the word in the appropriate places with appropriate context mere not enough; the translator should also thing the beauty of language. The total essence of the source language is to be transferred into target language with good taste, conveying the essence and diplomacy.



సారమతిం గవీంద్రులు ప్రసన్నకథాకవితార్థయుక్తి లో
నారసి మేలునా, నితరు లక్షరరమ్యత నాదరింప, నా
నారుచిరార్థసూక్తినిధి నన్నయభట్టు తెనుంగునన్ మహా
భారసంహితా రచన బంధురుడయ్యె జగద్ధితంబుగన్.

Indian rhetoricians felt translation in two way activity. One it translation of Sanskrit into Regional language and the other one is translation as learning Sanskrit language. In the modern terms one can attribute the approach to English. Translation may be applied to Foreign Language Teaching and Foreign Language Learning. The Western Scholars like Vermes (2010) and Klaudy (2003) exposed all the possible requirements to consider translation as a valid didactic tool. It means they proposed that translation as pedagogical function play a role to improve the learners' second language (L2) skills. Nannaya, Tikkana and other Indian translator said that the actual essence of the source text to the transformed into target text without making any deviance and ambiguity. However, the learner's attitude for any pedagogical translation depends on the methodology, practice and proper communication made a text translated by any other translator. For this purpose, Vermes (2010:84) distinguished two types of pedagogical translation. They are:

1. Translation used as a way to teach and learn a foreign language;
2. Translation used in translator training to pursue a different goal, though, i.e. obtaining information about L2 proficiency.

However, scholars have pointed out that by using translation students may enhance their knowledge of the L1, mainly through contrastive analysis. They believe that the interference between the L1 and the L2 is used to promote language learning. This conscious learning may then result in the reduction of interference. During Post Colonial period, in India, English curriculum is designed by the Language experts by giving priority to the regional or translated versions of the language contents which in the real time experiences of the learners. Leo Tolstoy's "How Much Land Does a Man Need", R.K. Narayan's "The Antidote" and a few others are prescribed in the curriculum to create awareness on English language. The designer of the curriculum gives attention on vocabulary, comprehension and also on a few grammatical points.

Above all, the teaching schedule given to the teachers is also completely different and focused at the brief background of the translated text which they are going to discuss in the class room. For example, the short story, "The Antidote" by R.K. Narayan shows common Indian experiences of the Janmapatrika (horoscope) which is prepared as soon as a baby is born. Basing on the astrologers comments every walk of life is fixed based on the movement of planets. Narayan takes an ironical style of exposing the theme. When the teachers take the lesson in English with the common experience of every learner, they feel that they are learning a foreign language but the roots of the language are, they feel, it is at their own place.

The short story "The Antidote" is a gentle satire on the superstitious nature of people in India. it is not only illiterate people but also educated people who blindly believe the prediction made by astrologers. Sometimes the astrologer's claim that the horoscope forebodes something inauspicious. Remedial measures are suggested, like antidote, to counteract the negative effects of the stars. The protagonist of the story is Gopal. Through the story, new vocabulary in English language is introduced to the students.

Vocabulary Part:

Obeisance = deep bow or gesture that expresses great respect

Implored = begged/pleaded

Swoon = faint

Convulse = suffer violent contractions

Propitious = favourable

Mollifying = appeasing the anger

Writing Part:


The learners are asked at the end of the story to comment on the practices of various superstitions in India. Another important thing in the curriculum is not mere reading and understanding the text prescribed for them but the learner has to give his opinion on the incidents and situations that took place in the story. For example, Gopal was initially agitated but was finally resigned to his fate. The question is the learners have to express his opinion on it.

Comprehension Part

At the end of each lesson, the learners have to write what he has learnt from reading the text. In the passage comprehension there are open ended questions, closed ended questions, fill in the blank type, finding true or false and question on synonym or antonym of the word used in the text. This comprehension part is taken for measuring to understand and application of the language learner. However, the role of translation across the curricula for Secondary Education in the post colonial period is examined through a short story prescribed for them and depending on the language scrutinized. It showed that there is no difference in understand the regional language or translated language English. Concerning the former, which is our focus of interest, the curricula promote mediation skills from the very beginning. Translation is seen as a means to infer the rules underlying both languages by comparing and contrasting, which seems to go in the line of the maximal position as to the use of the L1 in the classroom. The curricula also advocate situations related to real life or even to future professional interests, hence the use of different mediation activities as a pedagogical resource.

References

1. Atkinson, D. (1987). The mother tongue in the classroom: A neglected resource? *ELT Journal* 41(4).
2. Bloomfield, L. (1979). *Language* (14th ed.). London: George Allen & Unwin.
3. Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*.
4. Nord, C. (1991). *Text Analysis in Translation: Theory, Methodology, and Didactic Applications of a Model for Translation-Oriented Text Analysis*. Amsterdam: Rodopi.
5. Vermees, A. (2010). Translation in Foreign Language Teaching: A Brief Overview of Pros and Cons. *Eger Journal of English Studies*, 10, 83-93.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>HUMANIZING ENGLISH STUDIES: PSYCHOANALYSIS OF TAGORE'S "MOTHER, REMEMBERING YOU"</p>
<p>Anik Bose Undergraduate, Asutosh College, Kolkata, West Bengal</p>	<p>ABSTRACT <i>This study is a creative medium to psychoanalytically explore the poem of Tagore's spellbound work of 'Mother, Remembering you' which is a journey of looking into a deprived individual's emotional linguistics enveloped by creativity. According to the title 'Humanizing English Studies' refers to making the English studies a more civilized therefore through the study the poetic expression of Tagore is viewed through a psychoanalytical telescope to bring it down into a simpler breakdown in order to establish an application of literature in the field of mental health for the betterment of the mankind. Psychoanalysis since its conception had been an important tool for the treatment of severe abnormalities. The poem with psychoanalytical explanation has given a bird's eye view of the poet's needs and urges to acquire the affection of his mother which he was deprived of and not getting his mother in reality leads him to gets his urges and needs fulfilled through several psychological mechanisms like projection, regression etc. This ideology of Tagore is of great fascination in the field of clinical psychology while dealing with abnormalities that are rooted to the cause of unfulfillment of needs. The paper explains the clinical application of Tagore's poetic work.</i></p> <p>Keywords: <i>Humanizing, Poetic Expression, Psychoanalytical Telescope, Psychological Mechanisms, Clinical Application.</i></p>

Introduction

The word 'humanizing' refers to make something more civilized, better and more suitable for humans. Since the existence of life, humanization has been a constant procedural pattern resulting from people's very primitive motive of need fulfillment. The implications of humanization are not only bounded within the basic requirements of human beings but also have its extension in the field of literature and mental health. The artworks of the literature experts had been a fascination for the society and the humanization of the expertise would be a succor in the journey of up gradation of mental health.

The masterpieces of literature if perceived to be the inner expression of the artists channelized through writing then if treated through instrumentation of psychological and psychoanalytical basis can be a medical healing to disorders of various sorts. Writers from the west like that of O Henry's *The Last Leaf* and Shakespeare's *Romeo and Juliet* are of eligible instance. From our Indian nostalgia there are sensations like Premchand's *Maa* and Harivansh Rai Bachhan's *Madhubala*. From the literal world of Bengali, Kabi Guru Rabindranath Tagore's *Mother, remembering you*, Michael Madhusudhan Dutta's *Night*, etc. The study follows Tagore's treasure, *Mother, Remembering you*, as a tool of investigation in the field of mental health.

Mental Health: A Part of Concern

Over the history of the healing arts, there has been an evolution of theories regarding the root causes of mental illness. Early writings from such ancient civilizations as those of Greece, Rome, India, and Egypt focused on demonic possession as the cause.

The National Institute of Mental Health has a mantra, 'No health without mental health.' However, due to the stigma that often surrounds mental health millions of people worldwide do not receive the help they need and often overlook this extremely prevalent health issue. According to the National Alliance on Mental Illness, in a given year, one in five, or 18.5% of American adults will experience a mental illness. Some of the most common and frequently reported mental illnesses include depression and bipolar disorders, anxiety, schizophrenia, dementia, and eating disorders. With mental illness being so prevalent both in the United States and worldwide it is important to recognize the early warning signs.

Psychoanalysis

Psychoanalysis is defined as a set of psychological theories and therapeutic techniques that have their origin in the work and theories of 'Sigmund Freud'. Freud was the founder of psychoanalysis and the psychodynamic approach to psychology. This school of thought emphasized the influence of the unconscious mind on behavior. Freud's theories of psychosexual stages, the unconscious, and dream symbolism remain a popular topic among both psychologists and lay persons. Freud's emphasis on the unconscious was a major turning point in the era of mental health. Today, psychoanalysis encompasses not only psychoanalytic therapy but also applied psychoanalysis.

Tagore's Influence on Literature

Possibly the most prolific writer in Bengali is Nobel Laureate Rabindranath Tagore. Tagore dominated both the Bengali and Indian philosophical and literary scene for decades. He is the author of the national anthem of both India and Bangladesh, both composed in Bengali. Other notable Bengali works of his are *Gitanjali*, a book of poems, for which he was awarded the Nobel Prize for Literature in 1913, and many short stories and a few novels. The Tagores responded to this movement in 1877 by establishing *Bharati*, a Monthly Journal in Bengali. It was there that Rabindranath Tagore's first poems appeared.

In *The English Writings of Rabindranath Tagore* (1994-1996), edited by Sisir Kumar Das, which contains both works Tagore composed in English and Bengali works that he himself translated into English, it is evident that Tagore could handle the English language as skillfully as Bengali. "Mother, remembering you" by Rabindranath Tagore

I cannot remember my mother,
Only sometimes as I play
.....
Today that same love surrounds me
As I look at the skies above. (24th September, 1921)

Psychoanalytical Viewpoint of the Poem

The representation of the psychoanalytical framework of the poem can be in such a manner. Separation Anxiety is the fear or distress that can happen to both children and adults when they think about separating from home or from the people they've become attached to.

'But when she left on fading footsteps
She left her songs behind',
'Why do I suddenly think
Of that loving long lost presence?'

The above mentioned lines give us a trigger of a thought of a child's anxiety of being separated from his mother for a long span of time. The concept of separation anxiety within children for being separated from their caregivers can also be found among the words and analytical perspectives of classical psychoanalysts like Freud and Carl Jung.

Forms of Regression- Sigmund Freud (1894, 1896) noted a number of ego defenses which he refers to throughout his written works. Defense mechanisms are psychological strategies that are unconsciously used to protect a person from anxiety arising from unacceptable thoughts or feelings. One of among the defenses is regression, which is a movement back in psychological time when one is faced with stressed.

In the poem regression is manifested in two different forms:

1. The first regression was manifested in the beginning of the poem when the poet remembers of his mother while his work of play-
2. The second form of regression was expressed towards the end of the poem where the poet states that his sitting alone in the corner room and gazing at the blue skies reminds him of his mother who might have given him an unbroken gaze in her lap somewhere in the distant past.

Projection- Projection is another form of defense stated by Freud, this involves individuals attributing their own thoughts, feeling, and motives to another person or object (Freud, 1936).

In the poem a clear work of projection can be seen in the very middle where the poet projects his maternal dependence on the festive season of Ashwin (Sept-Oct) with its national flower of shiuli, and blue skies with clouds, which if further analyzed can be stated that the poet has tried to get the incomplete affection of his mother from the omnipotent mother, Goddess Durga (the Hindu Goddess of Power and Energy). The poet has projected his needs and urges to the festive season of Durga Puja in Bengal.

Clinical Implication of Tagore's Poem

The fascination of humanization would be discouraged if the creativity of Tagore is not brought into application in the society. This very work of Tagore can be a beneficial initiative for the healing of abnormalities if accompanied by proper therapeutic skills as follows.

Drive resolution through Projection- Human beings are tied up with needs of different variety throughout their lifetime which are needed to be fulfilled on time for the continuation an easy going lifestyle. In case the needs are not fulfilled then through several mechanisms (explained earlier) within the human mind would generate for the purpose of resolution of the drive of need fulfillment. A drive can be defined as an impulsive urge that generates triggers within the individual for the fulfillment of the needs. In a therapeutic environment for treating abnormalities such as anxiety, depression and may be abnormalities of some other sorts those are rooted in the cause of unfulfillment of needs can be cured with such uses of projection. Through a relatively directive help of the therapist the client may fulfill his needs by projecting his emotions on an object or a person as we find in the poem where Tagore projects his emotions upon the omnipotent mother goddess Durga and the naturalistic situation of the season of Ashwin.

Learning Psychosocial Skills- Psychosocial skills refers to a set of methods and practices used to assist individuals with psychological or emotional problems or disorders that affect their ability to interact in a socially appropriate manner. This poetry of Tagore if given to a client through the therapist during his therapeutic session then it can be a source of gaining psychosocial skills that would help him out in dealing with challenging situations in his real life. The psychosocial skills which can be pointed out in this poem are:

1. Hope- Tagore in his poem has represented how hope can bring harmony in life. In spite of being separated from his mother the poet tries to identify her in every aspects of nature which develops a positive hope within the poet for getting the affection of his mother.

2. Patience- Patience is an important psychosocial skill to deal with difficult situations in life. In the poem the poet is patient enough to find his mother in spite of being separated from his mother for a longer period of time and ultimately gets it in the lap of nature.
3. Perspective of Positivity- Tagore in his poem recognizes his mother with appositve outlook towards the aspects of nature and music. Positivity can bring changes of various sorts within the client which can help in the treatment.


Thus through this poem various psychosocial skills can be learned for the betterment in the mental health condition.

Conclusion

Thus humanization of English studies are determined through the artwork of famous nobel prize winner Rabindranath Tagore's Mother, Remembering you by its application in the society for the establishment of a happy world.

References

1. Romantic Poetry: A Psychoanalytically Oriented study by Dr. Tinni Dutta, 2013, p.3.
2. Workplace testing.com
3. Michael W. Eysenck (2017). Simply Psychology (4th ed.). Holloway University, London.
4. Psychology Today (2018). Vol. VII, Issue II.
5. Select works of Rabindranath Tagore. (2003). Shrijee's Book International, London.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TRANSLATION OF REGIONAL WRITINGS AND ITS IMPACT: A NOTE ON DALIT WRITER: BAMA FAUSTINA WRITINGS AND ITS IMPACT</p>
<p>Dr. Gouthami Paltati Assistant Professor of English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>V. Ravi Babu Assistant Professor of English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Bama (born 1958), also known as Bama Faustina Soosairaj, is a Tamil, Dalit feminist, committed teacher and novelist. She rose to fame with her autobiographical novel Karukku (1992), which chronicles the joys and sorrows experienced by Dalit Christian women in Tamil Nadu. Bama's novels focus on caste and gender discrimination. They portray caste-discrimination practised in Christianity and Hinduism. Bama's works are seen as embodying Dalit feminism and are famed for celebrating the inner strength of the subaltern woman. Her works were in Tamil which is considered as confined regional language but the plight of the writings were internationally reclaimed because of the translation facility available that made the writer highly renowned and the aspects of such kind were came to picture for proper justification and result oriented decisions. The literal tools of translating her works in to English, French and Spanish has bought the section to raise their voice against the discrimination and even thrown light on the regional issues for better solvation and eminent results. Hence it is clearly understood that translation of regional writings will not only make the writings understood but rather gives a prominent importance to the burning issues for appropriate actions and sustained decisions to curb its re occurrence.</i></p> <p>Keywords: <i>Dalit Feminist, Discrimination, Justification.</i></p>

Language is a vehicle of culture; India is a land of many languages, twenty-two of which are acknowledged by the Constitution itself. One is prosperous to have a rich abundant canon of literature which is associated with our regional languages. One can very well say that India's is a translating consciousness and the very circumstances of their real existence and the conditions of their everyday communication have turned Indians bilingual if not multilingual.

The significance of translation in our daily life is comprehensively multidimensional. Translation paved a way forward for global collaboration. The era of translation towards native writings and literature has equipped its importance even in educational institutions. Translation is essentially to communicate the meaning of one language into another without disturbing the originally felt emotions. K.S. Saradhamba in her paper "Avenues and Opportunities of Translation Studies" she opines that:

Colleges Offering UG/PG/Other Courses: Several institutions in India are now offering programs to learn foreign language, which opens up the opportunity of working as language translators in India. Some of the prominent institutions are School of Language, Literature and Cultural Studies Jawaharlal Nehru University (New Delhi), Central Institute of English and Foreign Languages (CIEFL) (Hyderabad), Banaras Hindu University (Varanasi), University of Delhi (New Delhi), Indo-Italian Chamber of Commerce (Mumbai), Ram Krishna Mission (Kolkata), Indo-Japan Chamber of Commerce and Industry (Chennai), University of Pune (Pune) and Rajasthan University. (Saradamba, p.34)

Language is constantly intertwined with native-inherent culture. The culture specifies jargons which could be spoken beyond the words that will not find substitutes easily in another language. Here problems encountered to the translators who translate native writings into English. It may be nearly possible if the translation is to another dialect of the same cultural background. If it is for a foreign language the difficulty is multiplied. The names like Saraswathi, Hanumantha and Nagaraja have to be translated as goddess of learning, monkey god and snake god etc. These names could be used as they are in regional vernacular. Similarly there are ritual specific jargons which have no parallels, in which case an appendix has to be used to explain the details with meanings.

Translation reinforces democracy by establishing equivalence amongst different languages and questions the hegemony of some over the others as it proved that all ideas and experiences can be expressed in all languages and they are exchangeable in spite of their distinctiveness. All throughout the history, translation has empowered the dominant social groups to understand and control the dominated social classes; it has also allowed these lower classes to have access to otherwise unattainable writings that have contributed to the amelioration of their knowledge, as well as to altering people's lives and their perspectives irrespective of social class or standing. It also enables the weaker sections of the society to be heard as they can speak in their own vernaculars and then get translated into other languages that are more widely spoken and understood. Thus translation contributes to the empowerment of the marginalised sections like the poor, women, dalits, tribal, minorities, the disabled and others.

The application of translating the native literature has gained its importance through technological advancements and globalization, thus the doors of native literature were opened globally, and resulted in paving paths for appropriate solutions on burning issues as well, few of the native writings that made their significance presence globally would include about the lives of Dalit's and untouchables like R.R. Borade's Marathi Novel Fall was translated by Sudhakar Marathe in 1998 or Bama's Tamil Novel Karukku was translated by Lakshmi Holmstrom in 2000, or Darshana Trivedi and Rupalee Burke translated and edited the collection, Tongues of Fire: Dalit Stories in English (2000), they created considerable awareness about and interest in the lives of these people who have been living on the margins of society for centuries.

Dalit literature, has acquired a prominent position in Indian English literature today having carved an important niche for itself as the most powerful form of literary expression. It focuses on writing that includes Dalit characters, descriptions of their living conditions and experiences. Chudasama, Dinubhai opines that:

The translation of a Dalit text not only benefits the dalits and dalit literature but also literature at large. Translating a dalit text is an attempt to enrich and empower the target language and literature as well. Translation of the dalit texts adds new themes, new narrative techniques, new points of view, and new characters to mainstream literature. (Chudasama, Dinubhai)

Dalit writings are recorded as an assortment of various genres like autobiographies, novels, poetry and essays. In South India there are many Dalit feminist writers, among them Bama, Sivakami, Poomani explored subalternity and gender discrimination in their works. Their female protagonists are double mistreated as ailment is similar to the situation of black women in America. A contemporary tendency of Dalit literature emerged as Dalit Feminism. Bama is a representative novelist of Dalit feminism.

Bama was born in the year 1958, her original name is Bama Faustina Soosairaj, is a Tamil, Dalit feminist, committed teacher and novelist. She rose to fame with her autobiographical

novel *Karukku* (1992), which chronicles the joys and sorrows experienced by Dalit Christian women in Tamil Nadu. She subsequently wrote two more novels, *Sangati* (1994) and *Vanmam* (2002) along with two collections of short stories: *Kusumbukkaran* (1996) and *Oru Tattvum Erumaiyum* (2003). She is the sister of famous Dalit writer Raj Gauthaman. In addition to this she has written twenty short stories.

Bama's novels focus on caste and gender discrimination. They portray caste-discrimination practised in Christianity and Hinduism. Bama's works are seen as embodying Dalit feminism and are famed for celebrating the inner strength of the subaltern woman.

Karukku is a speech of the community, where Bama grew up. She wrote of her life and the people of her community, there in all its liveliness and color, never making it seem like a place defined by a singular caste identity, yet a place that never forgets, and is never allowed to forget its caste identity. She writes simultaneously of humorous incidents she remembers from her childhood, the games she used to play with her friends, good meals with her family and the oppression of her community by the police, upper-castes, and the convent. In this manner, she presents the pervasiveness of caste oppression - how it not only punctuates everyday life, but is an integral part of it, even in the memory of a community.


Her works were in Tamil which is considered as confined regional language but the plight of the writings were internationally reclaimed because of the translation facility available that made the writer highly renowned and the aspects of such kind were came to picture for proper justification and result oriented decisions. The literal tools of translating her works in to English, French and Spanish has bought the section to raise their voice against the discrimination and even thrown light on the regional issues for better solvation and eminent results.

Hence it is clearly understood that translation of regional writings will not only make the writings understood but rather gives a prominent importance to the burning issues for appropriate actions and sustained decisions to curb its re occurrence.

Translation is a window that delivered the voices of Dalit's that have been silenced or remained silent for a long time to ventilate their views. Among several reasons for not being heard or less heard, language is one of the main factors for such a situation. It may be national or international languages compared to regional languages.

References

1. Saradhambal, K.S. Avenues and Opportunities of Translation Studies. *OSR Journal of Humanities and Social Science*, p.34.
2. Chudasama, Dinubhai. 2011. *Lohina Layma Sarjayel Sahitya: Ak Adhyayan*. Ahmadabad: Divine Publication. Print.
3. Bama. *Sangati*. Trans. Lakshmi Holmstrom. New Delhi: Oxford University Press, 2005.

 UGC APPROVED JOURNAL No. 48514	MANTO'S SHORT STORIES: REFLECTION OF A SOCIETY IN FLUX
<p>Yaswanth Narvaneni Technologist & Independent Writer, Hyderabad, Telangana</p> <p>Prof. Sharada Allamneni Head, Division of English, Department of H&S, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>“Literature is the mirror of life and society. It depends on the author where the mirror is placed.” and Saadat Hasan Manto says “I only expose the truth”. Writing during the eventful years of India - Pakistan partition, for Manto, an avant garde writer, no subject was a taboo. Appraising his literary merit, critics have often likened his writings to those of D.H. Lawrence and Nikolai Gogol, for exposing the darker and seamier side of life. The numerous afsaane (stories) in Urdu that flowed from his pen grappled with the innermost truths of the society which left no part of human existence untouched. The paper discusses how Manto’s stories portray a world in flux; the fast changing power structures, the political apathy, social unrest and individual paranoia, all of which drive a deep wedge between two nations that persists to this day. Manto presents vignettes of this society through the perspective of a tonga wallah who believes in the change of law, two pining hearts separated by religion, a family on the verge of annihilation, a stray dog that is lost on the border and a lunatic who can’t be kept away from his homeland. The paper will dwell on Manto’s vision, where he laments that despite the change apparent, old power structures, social prejudices, inequalities and machiavellian laws persist. Manto challenges the social prejudices and exposes the sinister element and social hypocrisy that govern everyday life and human relationships.</i></p>

Introduction

“Literature is the mirror of life and society. It depends on the author where the mirror is placed.” and Saadat Hasan Manto says “If you find my stories dirty, then the society you are living in is dirty. With my stories, I only expose the truth”. Manto the supreme humanist shows how the essential goodness of people does not die even in the face of unimaginable suffering. Powerful and deeply moving these stories remain as relevant today as they were when they were first published more than half a century ago. Manto is earthy and raw, who chose to present the truth unvarnished much to the astonishment of his contemporary readers. Identifying Manto’s literary oeuvre as the poetics of resistance, the eminent literary scholar Mohammad Asim Siddiqui has likened him to literary giants like Munshi Premchand, who continues to be relevant even today, i.e. after even seven decades of his death (Siddiqui, 17). Attempting a contrapuntal reading, one would be able to discern Manto’s strategies of resistance against the powers that be. On appraising his works, particularly those written during the turbulent period of India-Pakistan Partition, one is struck by the rare perspicacity that he engages with dominant issues like nationalism, communal hatred and cultural identity as well as more universal concerns like moral degradation and women exploitation.

Committed to the Subaltern

Manto’s story “Naya Qanoon” (Translated: “New Constitution”) is very Kafkasque, in its depiction of how the naïve and utopian expectations of Mangu, the Tonga driver are crashed.

Written against the backdrop of the Russian revolution and the expectations of the common people like Mangu on the newly promulgated India Act, the story portrays quite realistically the unrealistic hopes that were engendered and soon belied in a whole population by the 1935 Govt. of India Act.

Mangu, an uneducated Tonga driver a self-professed wise man, has a reputation for being a newsmonger among his peers. He engages in continuous chatter, never hesitating to dispense his wisdom whenever an opportunity presents itself. Mangu feels inspired when he overhears that a new law has been passed in the land, and life will here on be very different once the law comes into effect on a certain date. This piece of news fires his imagination and he is taken in by the political rhetoric and begins to truly believe that his world will change. He hopes to see a sea of difference in the quality of life and the nature of his day to day activities. He begins to fantasize about liberation. When the day dawns, he acts nonchalantly towards an English man who wants to hire his Tonga. On being chided, he manifests his wrath and beats up the English man, only to be thrown behind the bars. Mangu comes to his senses and realises painfully that despite all the talk, the new law has not changed anything much. It is to Mangu's credit how with great subtlety he directs his humour at the colonial master, while conveying very viscerally Mangu's feelings to the reader, who like the millions of Indians in 1935 had been overcome first by mass hysteria on the promise of freedom and then by gloom when they understood that freedom was still far from sight. It also conveys with great poignancy the several false starts the nation had before the British masters finally granted India her freedom.

Written in a lucid though often sardonic style, with great brevity of expression, Manto's stories with their inconclusive endings are indisputably works of great art. He had a decidedly subaltern bent. Like the characters in O. Henry's stories, his stories are peopled with characters like Mangu who have no agency and live on the fringes of society because of their gender, class or profession. The stories are illuminating in the way they depict the human condition by engaging with everyday human issues.

An Iconoclast

Muhammad Ali Jinnah in his first presidential address to the Constituent Assembly of Pakistan on August 11, 1947 declared: "I know there are people who do not quite agree with the division of India and the partition of the Punjab and Bengal. Much has been said against it, but now that it has been accepted, it is the duty of every one of us to loyally abide by it and honorably act according to the agreement which is now final and binding on all." And thus the lines were drawn and communities came to be segregated.

Manto's story Toba Tek Singh captures very vividly the eventfulness of the Partition period. Toba Tek Singh, actually the name of a district in Pakistan is also the nickname of the protagonist, a lunatic lodged in a mental asylum in Pakistan. His string of gibberish, "Uper di gur gur di annexe di bay dhayana the mung the dal of the laltain" conveys his displeasure and rejection of the white master's decision of partitioning his country. His query probably resonates with millions of people who were displaced from their homes and thrust into a new environment. While being transported back to India, Toba Tek Singh learns that his home was left behind in Pakistan. He refuses to cross over to the Indian side. Standing uncomprehendingly in the no man's land, Toba Tek Singh's condition, Manto suggests conveys the puzzlement of millions of ordinary people on either side of the border, who couldn't figure out the rationality behind the redrawing of the new borders. Manto's story grapples quite sensitively the dilemmas that the newly divided people faced regarding their cultural and national identity. The story ends with the memorable lines: "There, behind barbed wire, was Hindustan. Here, behind the same kind of

barbed wire, was Pakistan. In between, on that piece of ground that had no name, lay Toba Tek Singh." (Manto, "Toba Tek Singh")

Sadat Hasan's amazingly remarkable and detailed account, lights on various events scening yet another story with a narquois to history. Manto is surely an iconoclast, considering the way in which he debunks the grand narrative of nationalism. His stories repeatedly expose the fragility of this notion of the nation which cannot unify its entire people. He reveals how a nation which strives to attain unity on the basis of a common religion can still exclude many sections of society. There are far too many people on the margins of the society, far too many people who are outside the norms and limits set by the myth of the nation.

Debunking the Myth of Nationalism

In his memorable essay, "Reimagining Pakistan: Transforming a Dysfunctional Nuclear State," the noted Pakistani journalist Husain Haqqani says "For Jinnah, Partition was a constitutional way out of a political stalemate, as he saw it, and not the beginning of a permanent state of hostility between two countries or two nations. This explains his expectation that India and Pakistan would live side by side 'like the United States and Canada', obviously with open borders, free flow of ideas and free trade'." Manto in his story the "Dog of Tetwal" however was not so optimistic. He had the first hand experience of witnessing millions of people crossing over. Displaced from their homes, separated from their communities, the immigrants or muhajirs with torn loyalties were compelled to live in new localities while their hearts yearned for their old friends and lost kinship. Their condition, Mantu opines is like that of the proverbial Dog of Tetwal, which is torn asunder between the two sides.

Though Manto's stories do not overtly participate in the performative aspect of the nationalist discourse, nevertheless they run against the grain of the official nation-building discourse which always attempts to forge coherence by subsuming all differences. The nationalist discourse comes under close scrutiny in this short story "Tetwal ka Kutta." (Translated: "The Dog of Tetwal") Here Manto comments on the effect of the nationalist ideology on the minds of the soldiers who are participating in the India-Pakistan skirmishes at the border. 'Tetwal ka Kutta,' lampoons all those people who are sold out on the ideology and carry their nationalism too far. Here nationalism is as much a butt of ridicule as the stupid actions of the soldiers who attach nationalist labels on a dog who has strayed on to the battle-front.

Issue of Sectarianism

"Hindustan had become free. Pakistan had become independent soon after its inception but man was still slave in both these countries slave of prejudice ... slave of religious fanaticism ... slave of barbarity and inhumanity." - Saadat Hasan Manto

Manto presents in vivid detail, the waves of sectarian violence that swept the region after the declaration on separation of the two states. In his stories, he depicts often in gruesome detail a society caught in moral crisis; how irrespective of religion, Hindus, Muslims and Sikhs all perpetrated the worst kinds of crimes during incidents of sectarian clashes.

Written against the backdrop of Partition, his story "Gurumukh Singh ki Vaseeyat" (Trans: "The Assignment") shows how otherwise respectable and peace loving neighbours betray near and dear ones, and turned abettors to crimes committed due to loss of judgment and communal frenzy. Sometimes it is the mob and at other times it is the individual who turns a beast in the troubled times. Retired judge, Mian Abdul Hai, in the story "The Assignment" was absolutely confident that things would return to the normal soon, as the general view of Amritsar was that riots could not last long. Having faith in the laws of the land and hopeful of a pleasant end, he was not worried even though the riots continued beyond the usual two weeks. Being extra

cautious man, he stocked up food just in case, but his faith in the law and belief in the society was unwavering. After a few weeks, visibly worried about the riots and the precarious situation he has put his family in; Mian Sahib suffers from a stroke and is laid up. In such a troubled times, his teen daughter, Sughra rises to the occasion and takes charge of the matters and secures the house. Being an inexperienced mistress, feeling helpless at her father's deteriorating condition and unable to contain her frightened brother, she harshly reprimands her father's old aide Akbar, who deserts them in the middle of the night. Hoping that her father's longtime acquaintance Gurmukh Singh would bail them out, she eagerly waits for him to visit them on Id, as he had been doing for several years. However, Sughra learns to her dismay that Gurmukh Singh has died and his son assumes the duty to visit them. Only in the end do the readers learn that Gurmukh Singh's son is in collusion with the turban clad rioters who are looking forward to their new assignment, probably of doing away with the Mian Sahib's family.

Setting the stage in riot hit Amritsar, Manto explores the inner corners of the characters' hearts: the hope of old Mian Abdul Hai on his deathbed, the despair of a young girl on the brink of losing everything, the deep insecurity and the tangible terror of the Mian Abdul's son and finally the twist of a friend turned foe. Manto takes the readers on a rollercoaster ride of conflicting emotions.

A Wedge in the Heart

On the question of religious identity, Manto of course writes with great irony and dark humour. In the story "Do Qaumein" (Trns: "Two Nation Theory") Manto echoes Sir Syed Ahmed Khan's question so famously posited in March 1888: "...who then would be the rulers of India? Is it possible that under these circumstances two nations - the Mohammedans and the Hindus - could sit on the same throne and remain equal in power?" Manto asks the same question, "Can two hearts, souls, bodies and families - Hindu and Muslim - become one?" Religious beliefs in a heterogeneous society like India are bound to collide. Maturity of a society depends on how it reconciles these multiple beliefs. Beliefs that are ingrained in one's mind since birth are hard to erase. It is especially evident in "Do Qaume" where the second person narrator unfolds the failed love story of two characters Sharda and Mukhtar.


With wry humour, Manto exemplifies the irreconcilability of individuals who are steeped in their religious ideology. Sharda is poor Hindu girl, whom Mukhtar, a Muslim lad in the neighborhood pursues with great ardour. Sharda initially shy consents to his expression of love. Mukhtar though visibly attracted to her is also quite stable in his demeanour. He convinces his parents' to support him for his marriage. Compelled by the law of the time where one has to either denounce his own religion or convert to make possible an interreligious marriage, Mukhtar assumes that Sharda, would change her religion to Islam. However, he is astonished when Sharda not only objects to the conversion but also angrily spurns his proposal and stomps out of the room. Thus Manto captures the sudden feeling of difference and awareness of the other when the question of conversion between the two lovers is brought up.

Conclusion

As an artist and humanist, Manto was deeply pained by the mass killings of Partition. Despite being a faithful chronicler of the sordid events accompanying the Partition, Manto's vision of universality and oneness of Hindu-Muslim-Sikhs is unmistakable. He has the uncanny ability to portray human nature by piercing through the superficial differences between the sparring communities. His stories teeming with characters of different religious affiliations are all similar in the way they experience their sexuality or engage in matters of the heart. The question of religious identity only surfaces during the times of external turbulence.

References

1. Alter, Stephen. 1994. Madness and Partition: The Short Stories of Saadat Hasan Manto. *Alif: Journal of Comparative Poetics*, No. 14, Madness and Civilization, pp.91-100.
2. Flemming, Leslie A. 1977-78. Riots and Refugees: The Post-Partition Stories of Saadat Hasan Manto. *Journal of South Asian Literature*, 13(1/4), 99-109. Miscellany (Fall-Winter-Spring-Summer).
3. Manto, Saadat Hasan. 1987. *Kingdom's end and other stories* Verso Books.
4. Siddiqui, Mohammad Asim. 2012. Saadat Hasan Manto's Poetics of Resistance. *Social Scientist*, 40(11/12), 17-29.
5. Tiwari, Sudha. 2013. Memories of Partition: Revisiting Saadat Hasan Manto. *Economic and Political Weekly*, 48(25), 50-58.
6. Khan, Sir Syed Ahmed. 1888. *Sir Syed Ahmed on the Present State of Indian Politics, Consisting of Speeches and Letters Reprinted from the 'Pioneer'*. Allahabad: The Pioneer Press.
7. Haqqani, Hussain. 2018. *Reimagining Pakistan Transforming a Dysfunctional Nuclear State*. Harper Collins, India.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>NEW WOMEN IN THE NOVELS OF BINDING VINE OF SHASHI DESHPANDE AND MANAVI OF VOLGA</p>
<p>A.V. Padmavathi Research Scholar & Assistant Professor, Vignan's Lara Institute of Technology and Science, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>The 20th century female writers in India give their heroines new challenging roles. They are courageous enough to change the pattern of female expression set by age old patriarchal codes of behavior. The aim of this article is to focus on the psychological search of inner mind of Indian women. The protagonists of these novels understand the need for women to safeguard themselves against the destructive power of the patriarchal family and react to the issues against women in the male dominated society. New women emerged embracing untouched values, have a voice of their own, capacity to take decision that had been suppressed for centuries. There is number of Indian novels that deal with women's problems but the solution is only minor given by the writers like stereotypical virtues of the Indian women like patience, devotion and dejected. The protagonists of these two novels are different, Present writers create live characters out of day to day life and avoid creating stiff characters to fulfill their dream. They take the characters common in everyday situations women has to deal with in a society. All these characters share a feeling of isolation and frustration.</i></p> <p>Keywords: <i>Challenging, Courageous, Psychological, Patience, Devotion, Dejected, Isolation, Frustration, Self-respect.</i></p>

The new woman in Indian literature is emerging slowly, she is fighting her way through the harsh ideas of patriarchal society, breaking the established rules and what the new women requires is to achieve the astonishing power of her real self. Women in India caught between tradition, values and modernity. Shashi Deshpande and Volga did not follow either the women writers or the men writers of their age.

Shashi Deshpande, born in Dharwad, a small town in the state of Karnataka in Southern India, is a Sahitya Akademi award-winning novelist who writes in English. The daughter of Shiranga, the renowned Sanskrit Scholar and Dramatist. Shashi Deshpande is thus one of the most important novelists writing in English. Her real involvement lies in the portrayal of predicaments and harms, trials and pains of the middle-class Indian women who are educated and have chosen a profession for themselves. Deshpande knows this fragment of the Indian society very well.

P. Lalitha Kumari, pen name Volga is a well known Telugu writer from Guntur a big town of Andhra Pradesh influenced much by Chalam and Kodavatiganti Kutumbarao who are the forerunners of feminism in Telugu literature. She created a distinctive style of her own and reflects well expressed feminist positions in her stories, novels and poetry. Volga is associated with ASMITA, a well known feminist organization. Volga has now been selected for the prestigious Sahitya Academy Award for her short story compilation Vimukta Kadha Samputi, for the year 2015. Writer, feminist, idealist, Volga has inspired hundreds of women over a glittering career spanning nearly three decades.

The two woman writers belong to different states and started their literary career at different periods of time the cultural and regional impact is found in their works. Though these two writers talk of woman's trauma, there is a difference in the way it is depicted. Deshpande depicts the problems faced by her protagonists, makes them brood over it and allows them to return to the family circle with a changed perspective. Volga who belongs to the new generation of writers not only portrays the problems of her characters but also gives daring solutions to them. The Binding vine of Shashi Deshpande deals with the tragedy of the protagonist Urmi, who lost her baby child, focuses her attention on kalpana the rape victim and Mira, her late mother-in-law. Her personal grieve becomes sensitive towards the suffering and sorrows of other women. She happens to meet Shakuntala, mother of rape victim, .kalpana. Urmi wants justice to be done to kalpana and fights against government who wants to move her from the hospital, culprit is revealed, he is none other than Prabhakar, Sakuntala's sister's husband. Urimila's late mother-in-law Mira's misery is marital rape which is ever untouched by Indian writing in English. She submits herself to her husband even though she has aversion to physical intimacy with her husband. Urmi comes to know about life of Mira by her diaries.

Shashi Deshpande focuses that forced violation of a women's body even in marriage can be as distressing as rape. Urmi fights for another women's cause while others have fought their own battles even though Urmi is an upper middle class career woman. She takes endeavours to help other women. She extends her support and sympathy on Shakuntala and Meera because of her sensitivity to the suffering as she is ahead of her predecessors. The novel Binding Wine shows how a woman could react to the issues of women shows the spirit of solidarity. She portrays the unfortunate women raped outside marriage and in marriage who would suffer in dampens in the name of family honour. Oppression and victimization of women in the novel gave solidarity and female bonding. The novel has different perceptions which caused suffering and unhappiness to several women. Urmi's perception to life is quite divergent from other women in the society. She is one who affirms her independence and freedom in each and every judgement of her life; she is opposed to submit before husband.

Vasanta, the protagonist of Volga's Manavi is confined to the four walls of the house. She enjoyed the life with her husband Suresh for twenty years blessed with two daughters, one is married and the other is studying Engineering. Suresh openly says to his wife that he has no love towards her. Vasanta deprived of love lost her companionship which she thought is life for her attempts suicide, later comes out of the house in order to protect her self respect. Volga shows how traditional Indian society prejudiced against women. Vasanta's sister-in-law, asks her not to lose power and property but they don't ask the injustice done to her, even her elder daughter whom she loved more never asks her father the injustice done to her mother. Vasanta opposes all the time her younger daughter Navata, she stands on her mother side takes her to her place of study and starts encouraging her to participate in the discussions of student political activities. Slowly she starts to syclostine the stencil papers of them. She takes care of Raamamurthy an important person and cures his lever disease.

“Meru bathikincharu nannu. Meeru lekapothe chachipoyevadini ani ramamurthi anna roju vasantaku ollu pulakarichindi, Thana batuku vyardham kadu tana daggara yentho shakthi undhi yenthante Oka manishiki pranam poyagaliginantha Thana geevithanikipudu ardhham vundi thanu leka pothe konni panulu jaragav. Konni panulu tanu chala бага cheyagalugutundi a panula valla entho prayojanam vundi. Ramamurthi bratikithe prajalaki entho melu chestaru. Aa ramamurthini tanu bratikinchi.

(When Ramamurthy said to Vasanta, “You are the one who gave me life; if you weren’t there I would have died”. Vasanta felt very happy. “My life is not waste. It has power to give life to a person. I can do some works efficiently. I gave life to a Ramamurthy who do a lot of service to the people.)

Vasanta comes to know that besides husband and children, there is a lot of life and to think about society makes her happy.

She writes a reply to her daughter’s letter “me amma Oka vyakthiga tana bathuku tanu bathukutumdani garvapadu, naa jeevitham naa chethullo undi, yevaro aanyayam chesarani edusthu jeevitham muginche sthitthinunchi bayatapaddanu”.

(Vasanta says to her daughter in letter that she is leading her own life, her life is in her hands she has come out of the sorrows that somebody has done injustice to her)


The writer touches psychological aspects of the protagonist; her character is developed and displayed a greater strength and courage in evolving her own role. Urmila of Shashi Deshpande and Vasanta of Volga faces the life with great courage and strength even effected with personal tragedy.

Conclusion

A close study of these novelists Shashi Deshpande and Volga shows that they are unique in their ways. They speak in different voices but the motives, attitudes are the same. They believe that customs, traditions existing in patriarchal society should be changed in India because the situation of women all over is the same. Both the writers depict with artistic finesse and originality about the contemporary women’s position and the realistic solution they put ahead and their message for women and the whole humanity. They have full-fledged with experiences in life and readings. The transparency of their language and their impulsiveness make their novels highly readable.

References

1. Deshpande, Shashi. 1993. The Binding Vine. New Delhi: Penguin Books India Ltd.
2. Volga, Manavi. Navodaya Book House, Hyderabad.

 UGC APPROVED JOURNAL No. 48514	CREATIVE METHODS IN ENGLISH LANGUAGE TEACHING (ELT) THROUGH REGIONAL CULTURE AND SOCIAL CONCEPTS
<p>P. Rosy Matilda Research Scholar, Division of English, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p> <p>Dr. Sharada Allamneni Professor of English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Translations form an integral part of learning. In fact, the very existence of human beings is a proof that we have been able to understand one another ever since our creation, though there were a few barriers in communication like language. ELT can be a challenging task as we teach the learners a language that is new to them. It is an uphill climb for an L1 learner to learn L2 for various reasons. The comfort zone of the learner becomes a priority while teaching them texts of foreign origin. Though it gives exposure to understand and learn about new cultures, it takes time initially. The paper focuses on how creative methods can be implemented through regional and cultural concepts to ease the learner with texts of native origin.</i></p> <p>Keywords: <i>English Language Teaching, Regional Culture, Translation, Communication, Social Concepts, Creative Methods.</i></p>

Introduction

Translation involves the process of translating words or text from one language into another. English is the most popular language in the world which is spoken as a second Language. Translation is very important today because not everyone is able to understand and speak today's Lingua Franca and people prefer their mother tongue compared to an alien language. Let us consider for example a 2012 survey from the European commission which states that only a quarter of the Europeans were able to understand English good enough to follow a news broadcast in English. Being capable of understanding Basic English and responding briefly in a simple YES or NO is totally different from having an effective conversation in proper English¹.

We are comfortable in speaking our mother tongue which we are fluent at because we are well acquainted with the nuances of the language since childhood and become more expressive while using it. We don't cry out 'Mom or Mommy' in pain but shout out in our Mother Tongue or L1 even if we have mastered English as L2. This is how our connection is with regards to L1. We understand and respond better in our Mother Tongue or L1 because we are fluent with it as we grew up speaking that language. It gives us immense pleasure to meet someone who speaks the same L1 as ours in an alien country if we are out for education or travel. We would never have learnt English if translation did not exist. Trade would never have existed between two countries without translation. We see the importance of translators and translations while signing important documents, agreements and MOU's between two different countries. Globalization would never have taken place. Many important books have been translated which clearly states that regional culture should be spread across the entire globe. Entertainment can never be fun if watched in other languages.

According to Ethnologue, there are currently 7,099 living languages in the world. At least one portion of Scripture has been translated for 3,312 of these languages. The New Testament is available in 1,521 languages, with portions in 1,121. The complete Bible has been translated into 670 languages according to the Statistics of October 2017². Many other books like Harry Potter

by J.K. Rowling and Les Aventures de Tintin by Hergé have been translated into various languages³.

A very good example of this is the number of regional channels on television. We have an option of watching many cartoon programs that have conveniently been translated into regional languages. Many movies have been dubbed into other languages. Awards are given to movies originating from various cultures. We understand various cultures by reading books, watching movies and by visiting places. We also understand the social and legal aspects of that place and thus widen the horizon of our knowledge.

Translation spreads ideas and information. During our freedom struggle, our freedom fighters were able to unite people belonging to various languages and cultures. The same message reached the masses in no time. Newspapers and pamphlets were printed in various languages to spread the word. Even today we have newspapers printed in many regional languages. The same news (local and global) is printed in the newspapers in regional languages and telecasted on various regional television channels. Lyrics for songs are written in many regional languages. We enjoy the music composed even though we do not understand the lyrics or the language. Translation also helps people when they form teams in sports and games and while working for Corporate and companies where people work together with a common goal. The above examples prove the importance of L1.

L1 has always been a top priority for learners as it gives them the satisfaction of maintaining their own linguistic and cultural identities. Guy Cook, the author of the award-winning applied linguistics book, "Translation in Language Teaching", presents his arguments for re-establishing translation as an essential part of modern language teaching and learning⁴.

Many people strongly believe that learners of L2 should never be allowed to use L1 as it hinders the progress of learning. While it is acceptable that L2 can be acquired by constant practice of speaking or using the language whenever possible, it is a myth that we cannot become fluent with L2 by speaking L1 simultaneously. People take pride in their L1 and feel that it is the most beautiful language on earth. For instance, If English is called the Global Language, Telugu is called the Italian of the east and Bengali is considered to be the sweetest language spoken⁵.

If this is the rosy side of the importance of translations and how translations can be used for teaching L2 it has its own disadvantages. The students face tough time thinking in L1 and then translating into L2 which is a herculean task initially. It also becomes a tough time for the teacher if the teacher is not well acquainted with the L1 of the students. Word to word translation from L1 to L2 can happen in the initial stages of learning as the grammar of one language is different from the other. Language acquisition can become sluggish and it can be a de-motivating factor for an L2 learner if it is not handled effectively. The students should also be open to take corrections and implement them whenever the situation arises. There is a possibility of L2 losing its importance due to the predominant usage of L1.

Translation can be dated back to the Grammar Translation method which was used to teach Latin and Greek. This method involved in translating texts from L1 to L2 while memorizing the rules of grammar and vocabulary. Later The Direct Method and the Audio-Lingual Method were used to teach L2. In these methods, the teachers and the learners avoided using their L1 and practiced L2 in order to learn it. Finding teachers who were fluent in L2 were the challenges faced by these methods⁶.

English Language Teaching is a challenging task as we are involved in teaching L2 to learners from varied backgrounds. Competitive spirit can be aroused in the learners to compare and contrast between L1 and L2. A little bit of creativity when used effectively can do wonders in

a classroom? Teaching through activities can lighten up the atmosphere of a classroom for the teacher and the learner as well as it breaks the monotony. The activities need to be planned beforehand for effective results. L2 can be taught to the learners using L1 through activities. The following activities can be used inside a classroom using regional culture and social concepts.

1. Crime Briefs

The learners can be asked to bring a newspaper cutting of an incident or crime that happened of late to the classroom in their regional language. The learner is supposed to read the details of the incident which are in his L1 to himself and later translate the entire incident first into writing in L2 and then read it out loud to the entire class. The teacher can make corrections regarding the pronunciation or the right usage of vocabulary used while translating the content and the learner learns to use apt words accordingly while the listeners benefit by listening about the latest news or crime and learn related vocabulary. A very important thing to be noted while conducting this activity is that the teacher has to be fluent in the learners L1 in order to facilitate learning. It is quite a challenging task for an L2 learner to translate a small paragraph from L1 to L2 in the learning process. Speaking and writing skills can be developed through this activity.

2. What's Cooking Today

The learners can be asked to speak about the recipe of their local cuisine. They can be even encouraged to bring the dish to be served to the class after explaining the recipe on prior information. The learners are asked to write down the recipe first, beginning with list of ingredients. Many learners are new to the terminology used for various ingredients, fruits and vegetables in L2. The teacher helps the learners as she moves around the classroom while the learners' are writing the recipe. The activity helps the learners to learn many new words like sauté, soufflé etc. This activity can be very interesting as the learners enjoy sharing the recipes of their local cuisine and the listeners learn a new dish for the day while learning associated vocabulary along. This activity also helps in developing the speaking and writing skills.

3. Book Review

All the students are encouraged to read a book of their choice from their L1 and summarize the contents of the book in English. This activity develops reading skills in their mother tongue and gives the listeners adequate knowledge and information regarding the Social, economic and political conditions of the era in which the book was written. The listeners pay attention while they enjoy the activity as they get to know information about many books and are provided with ample information being seated at one place. The teacher should give sufficient time for the students to read a book for effective performance in this activity.

4. Social Evils

For this activity, the students are encouraged to gather information from their parents and grandparents regarding the social evils that existed earlier and some of them that are existing till date. The students are encouraged to discuss the social evils of their place in L2 which brings awareness to the listeners about the existent conditions of that time while learning many new words.

5. Translating Lyrics

Listening to music makes most of the people unwind, relax and distress. Music connects many people and places alike. It sounds mellifluous to listen to native music or folklore. The students are encouraged to select a song of their choice from their L1 and translate the lyrics into L2. The translated lyrics need not necessarily be capable of being sung. By doing so, the students learn many new words in L2 which are very expressive in their L1. Folk songs become part of a regional culture of that place. Music can thus be used in teaching L2.

6. Tourism

Every place has a unique identity. Some places are historic and attract a large number of tourists. For this activity the students are encouraged to select a place of historic importance preferably from their hometowns and speak about the place including the history surrounding it. This activity helps the students to become exposed to general knowledge and learn about new places. This activity can be made even more exciting by making a PPT or a paper presentation which helps the students to see the place as well.

7. Enacting A Scene


The students are asked to enact a scene from a movie of their L1 into L2. They can improvise or enact the same scene with dialogues dubbed into L2. Students enjoy this activity as dramatics find their way into teaching.

Conclusion

Many activities can be conducted in the classroom revolving around regional culture and social concepts to make the students involved in the thinking - learning process and to add fun to learning by using L1 to promote L2 learning and also bring a change to the monotonous way of teaching L2. The students always get excited when things are personalized. They become interested in speaking about things which they are already aware of and things which excite them to speak and learn. Whenever students are involved, they do wonders while performing or learning.

References

1. Europeans and their languages, Special Eurobarometer 386, European Commission, Report June 2012.
2. Wycliffe Global Alliance, Scripture Access statistics, Scripture and Language statistics, 2018.
3. Babel Magazine, 10 of the most translated books in the world, by Thomas Moore Devlin, 2018.
4. Translation in Language Teaching, Guy Cook, Oxford University Press, 2010.
5. The Times of India, Kolkata, Sweetest Language Tag for Bengali, 2010
6. Techniques and Principles in language teaching by Diane Larsen-Freeman (2nd Ed.), Oxford University Press, 2000.

 UGC APPROVED JOURNAL No. 48514	FROM OBJECT OF STUDY TO ARCHETYPE: A STUDY ON TRANSLATED TEXTS OF ENGLISH CURRICULUM
<p>Dr. Sashi Ratnakar Assistant Professor of English, Department of S&H, VFSTR Deemed to be University, Vadlamudi, Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>Translation is a conceptualized and positioned within the boundaries of its surroundings. Research on Translation may be focused on a tool in a wider framework of the three knowledge cultures in terms of the humanities as proposed by Kagan. Keeping the opinion kept in the mind, Translation may not be limited only to exclusive Translation studies only but viewed as an archetypical concept that pervades many fields of knowledge constituting legitimate and natural study of the discipline. In the present scenario, the concept of translation gained much popularity emerging as a founding structure of various specific phenomena of various disciplines. This paper throws light on select translated works prescribed for intermediate students of Andhra Pradesh. It also pays attention to the approach how the designer of the curriculum focused on the Four skills of the language.</i></p> <p>Keywords: Concepts, Translation, Structure, Curriculum.</p>

Introduction

The complex medium of translational process relies on entails the creation of regional practices, strategies, discourses and knowledge that emphasize the diversity of the literary and cultural movements. It also promotes equality, mutual respect and recognition, as well as the crucial process of discourses and debates that requires the exchange and reciprocal integration of meanings from a multiplicity of cultural and ideological horizons. Besides the general goal of uniting the existing plurality into a counter hegemonic agency, translation seeks to accomplish a more specific objective, which is to base the articulations of practices and knowledge on what unites all spheres of human life. Hence, translation takes place in the very workings of the multiple meaning negotiations that must happen when each frame of reference presents itself to other in order to be understood, learned and integrated by the others in the process of expanding the area of their commonalities. In this case, the objects of translation are twofold: both knowledge and practice. Like the two sides of a coin, the knowledges and practices of the social movements that make up the substance of translational transactions.

As an example the regional culture in translated English texts are prescribed to the students of Intermediate and Graduate students in the state of Andhra Pradesh as a part of the curriculum. When the curriculum designed for the High school, intermediate and Graduate courses, it is clearly understood that the students are attracted towards the acquainted regional texts translated into English. They feel it convinient for them to understand the concepts behind the teaching of English as the course at their class room teaching level. For this purpose, the researcher has taken a text named “The Boy Who Broke The Bank” for a close examination. The theme of the text focuses on how rumours spread fast. Those who spread rumors’ can create havoc in the lives of the others. The author, Ruskin Bond desires to find out how an innocent boy’s efforts to secure a better job take unexpected turns.

The story deals with the plight of the low paid child labourers and their struggle to get better employment. The theme of the story focuses on various things like exploitation of the poor,

role of rumours in creating panic situations and general human tendency. But the story prescribed for the students as a part of their language study focusing on the Language skills. There are comprehension passages to evaluate the readers understand of the text and rewriting them in their own sentences. The aim of the comprehension is to estimate the power of cognition acquired through reading the text. While examining these parts, it also observes various grammatical patterns including tenses, voice, speech and vocabulary.

“I don’t wish to talk it’ complained the sweeper boy. ‘I haven’t even received my regular pay. And this is the 20th month. Who would think of a bank would hold up a poor man’s salary? As soon as I get my money, I’m off! Not another week I work in this place’ and Nathu banged the pan against the dustbin several times, just to emphasize his point and giving himself confidence.”

(3.2.1. IPE English)

This comprehension passage test the abilities of the learners in terms of understanding, application and also independent expressions of the students. While evaluating such comprehension passages, generally, every one observes what was the complaint of the sweeper boy? Where was he working? Why Nathu bang the pan against the dustbin? But in the text prescribed for the students, in addition to the textual understanding, they focused on vocabulary by asking the question, how many times the synonym “salary” is repeated in the passage? Third person singular usage in the tenses, appropriate prepositions in the text are also critically observed by the evaluator while preparing the question paper on it.


The short story also focuses on the vocabulary points like bankrupt, distress, imminent, and exhausted. The examiner may ask questions how these words are used in the sentence forms with different meanings under different situations. All the points related to curriculum focused in the story as the same one as they focused on the other lessons also. The intention of the designers of the curriculum is to make the students a kind awareness on the new words which come into practice recently. At the same time their desire is to make the learner acquainted with the words related to regional languages, when they are very close to their real life situations. As a sweeper boy, Nathu request for the hike in pay is a reasonable one. Instead of considering his request, it is made the payment of the salary once in three months. Like the author introduces many real time situations in the story which is prescribed as a part of the curriculum Ruskin Bond is successful in portraying the plight of the poor and needy people which closely resemble with the real time situations of the most of the readers.

Conclusion

It appears that the concept of translation is widely present in many areas of life and in particular three cultures of knowledge i.e. Humanities, Social Sciences and Natural Sciences. But, most interestingly, the concept of translation when defined at a higher level of abstraction demonstrates the capability of conceptually unifying the disparate instances into an “archetype”. Thus, Translation is not merely limited only to exclusive Translation studies only but viewed as an archetypical concept that pervades many fields of knowledge constituting legitimate and natural study of the discipline. In the present scenario, it is highly essential to enhance the concept of translation emerging as a founding structure of various specific phenomena of various disciplines. This paper suggests that the regional literature in English translation is the better way to improve the four skills of the learners in addition to the life skills.

References

1. Basalamah, Salah (2018). "Toward a Philosophy of Translation", in P. Rawlings & P. Wilson (eds.) *The Routledge Handbook of Translation and Philosophy*, London: Routledge.
2. Sujit Mukherji. (1972). *Modern Indian Literature in English Translation*. Sahitya Academy.
3. Das, Bijay Kumar. (2009). *A Handbook of Translation Studies*. New Delhi: Atlantic Publishers & Distributors.
4. Gentzler, Edwin. (2010). *Contemporary Translation Theory*. New Delhi: Viva Books.
5. Ray, Mohit, K. (2008). *Studies in Translation*. New Delhi: Atlantic Publishers & Distributors.
6. Riccardi, Alessandra. (2010). *Translation Studies: Perspectives on an Emerging Discipline*. New Delhi: Cambridge University Press India Pvt. Ltd.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>INTEGRATING LANGUAGE SKILLS TO TEACH ENGLISH: EXPERIMENT BASED STUDY AND ANALYSIS OF FIRST YEAR B.Tech. STUDENTS</p>
<p>Neelima Telugu Senior Assistant Professor, Aditya College of Engineering & Technology, Surampalem, West Godavari, Andhra Pradesh</p> <p>Dr. G. Suvarna Lakshmi Associate Professor & Head, Department of ELT, EFLU, Hyderabad, Telangana</p>	<p>ABSTRACT <i>The general English syllabus separates the language skills that are to be learnt by the students. This study aims at studying the difference between the performance of the students in language for communication purposes classes when they were taught segregated and integrated language skills. The methodology adopted included 5 stages that include designing tasks for individual and integrated skills, executing the tasks sets and comparing the results. The performance anxiety and motivation levels are taken care of by allowing the students to work in groups. The results of the study revealed interesting facts about language learning of the students which include: a. When skills are taught in an integrated mode, the effort and time of both the teachers and learners is saved. b. As the input skills present the right form of language, the output with immediate effect of input skills gives better performance results in the students. c. Students have less anxiety levels and also increased motivation levels because of working in groups that reduced the possibility of failure drastically.</i></p>

Introduction

The objective in any ESL classroom is to get the learners learn the target language and use it, which is done best when they are involved actively in the learning process. To make the learners engaged in this process, the teacher needs to create an interest in the learner and make sure that their interest is sustained in the classroom activity designed by the teacher. Therefore a teacher who has a stock of techniques to teach English is more likely to succeed in achieving this objective than one who has a limited number of techniques at command. At the same time, an important aspect to be remembered is to have a stock or variety of tasks or activities does not ensure success. The teacher must be able to take spontaneous decision regarding the task/activity to be executed.

For example, “familiarizing tasks” is a technique which can be used at the familiarisation stage of a lesson, but not for a communicative activity. Language has been divided into Skills and sub skills.

An important aspect of language learning mostly ignored by syllabus designers as well as teachers is that, the skills and sub skills are segregated where training in language skills (either listening or speaking or reading or writing) has become the order of the day. That is, we teach and make the students practice only one skill/sub-skill at a time. However, it is important for a student to remember that the tasks or activities used in a classroom do not end with learning it in the classroom, but must be practiced in real contexts. The real contexts never require a single segregated language skill; they always require a response to the receptive skills (Oxford, 2001).

The Empirical study with Engineering Students

Language learning cannot be usually observed directly; therefore experimental method was taken up to give effective and useful training to the student. One of the most frequently used tasks is to gather the data about good language learners and about what is that they do that makes them more successful than slower language learners. Although results regarding the effectiveness

of finding out the best are rather mixed, it is an established fact (Oxford, 2002) is that some of the successful language learners might have become more proficient in language because of using more effective language learning strategies that are intuitively appealing to them. This also establishes the fact that the slow learners are using strategies that could not help them attain the required proficiency or objective of that course or task.

As many studies proved (Merin, 2017) (Abdrabo, 2014) integrated skills teaching have many advantages:

- a) Makes language learning more practical and contextual where the students immediately find its relevance
- b) Requires more dynamic class activities or tasks that increase the students’ motivation levels
- c) The process of language learning becomes a completely woven process without leaving any gaps in the processes.

Experiment Conducted at Different Stages in the B.Tech Classroom soon after their Entry into a Professional Course is as below:

- ✓ Stage 1: design tasks on independent language skills after identifying the levels of the learners and divide the class into groups to administer the tasks
- ✓ Stage 2: analysing the data to understand the language learning abilities of the engineering students.
- ✓ Stage 3: design integrated skills tasks
- ✓ Stage 4: executing the tasks as group activities
- ✓ Stage 5: comparing the results of the tasks given in Stage-1 and Stage-4.

Techniques of Teaching - Learning and Speaking basing on the Output Resulted from Observation:

Listening and Speaking are considered to be the two sides of a coin as their sub-skills are inter-related to one another. In listening a learner identifies sounds, and in speaking a learner produces sounds in listening the learner interprets and understands syntactic patterns, in speaking the learner produces language using proper stress, rhythm and intonation producing language in syntactically acceptable pattern forms.

Simple Technique used in my classroom:

- Count it: played a recording and asked the learners to count the number of times a word occurs, and also to identify the grammatical context of the word and the way it is used in a context (From the lesson A.P.J. Abdul Kalam prescribed JNTUK syllabus).
- Grid: The learner is then asked to fill in the information in the grid basing on the audio he experienced.

Example:

Lesson: A.P.J. Abdul Kalam

Task: Listening and Responding

Output: Filling up the grid with necessary information

Birth & Childhood	Education	Career	Contribution

Hence, the learner will actively participate in doing the task as it is set in a group and the learners are instructed to come out with a group output. The listening passages may vary from group to group.

• **Speaking:**

Dialogue chain with a question raising technique:

This techniques deal with the interactional aspect of speaking and dialogues can be used to practice functions of language such as greeting, agreeing, disagreeing and asking for information and suggestions. Based on the information gathered through listening, Learner-1 frames set of questions to be asked to Learner-2 on a theme set.

Example:

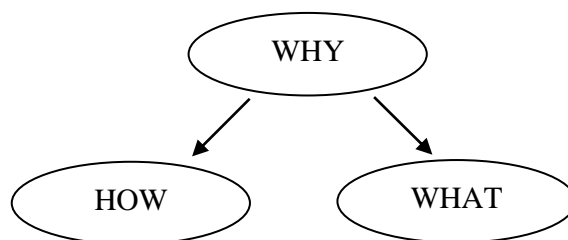
LEARNER - 1	LEARNER - 2
Hello	Hi
How are you?	I am fine, thank you and you...?
What's up?	I am busy in working with my submission of my assignment on A.P.J. Abdul Kalam
Oh, that's great! May I also participate in it?	Oh...sure... join me
Can you please tell me about the missile man	Sure, A.P.J. Abdul Kalam...

With this kind of activity, the learners will be able to develop their skills in exchanging information, in association with the context. The members involved in the dialogue will develop their arguments to support opinions, ideas and arguments.

Techniques of Teaching

• **Reading**

- While teaching Reading to the learner, he should understand
- Why a person reads or the purpose
- How a person reads or the method
- What a person reads or the materials...



WHY	HOW	WHAT
To get the gist	Skim	Newspapers, Magazines
To get a piece of Information	Scan	Mcq's
To understand completely	Detailed reading	Research Article

Here, basing on the context given, the Learner is provided with the material and is asked read according to the questions designed for presentation, like

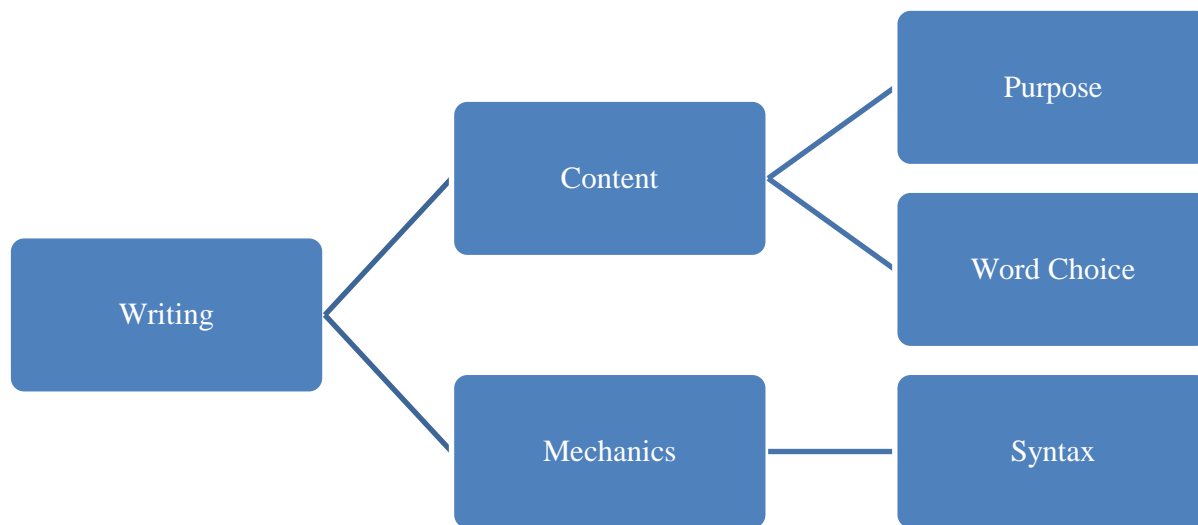
Sample Questionnaire:

1. List out the Names of the Family members in A.P.J.Abdul Kalam's Family? (SKIM)
2. In which year Kalam designed Agni? (SCAN)
3. Describe A.P.J. Abdul Kalam as Missile Man of India (Detailed Reading)

To make the learner thorough with the text provided.

• **Writing**

Writing is perhaps one of the most demanding of all skills; therefore the teacher must give an outline of what or how the learner has to reciprocate after the activity for a recorded proof.



If an outline is given and explained in detail, the learners would be able to come with an output of the activity assigned to them.

Conclusion

The integration of skills in the language classroom can be defined quite simply as a series of activities or tasks which use combination of four skills. LSRW is a continuous sequence...

Listening with Writing: when Learners listen they write points

Reading with Speaking: when they read, they discuss with the peer group

Speaking with Writing: when they write they discuss regarding the context

Therefore when using a skill, other skills of Language is also simultaneously used which in turn made the learner integrate skills? This experiment of mine in the classroom brought out fruitful results and learners could develop their LSRW skills using a content and context.

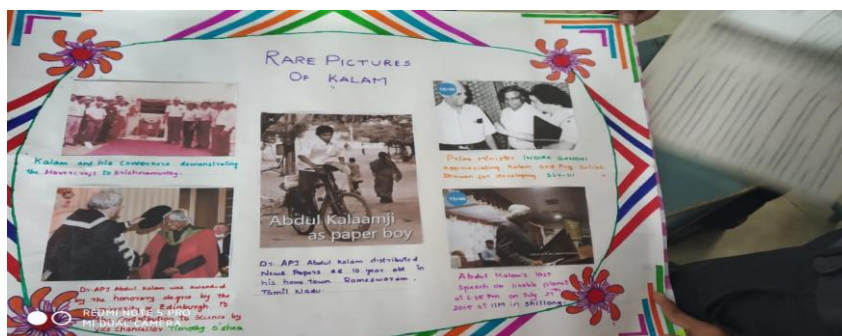
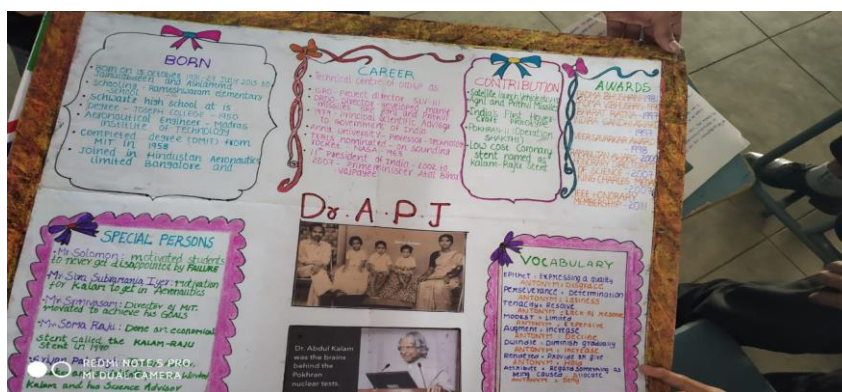
Advantages and Disadvantages


Advantages	Disadvantages
Peer Learning	Noisy
Team work	Large Classroom
Group Discussion	Time Taking
Active Involvement of Every Student	Fixed Infrastructure

Bibliography

1. Abdrabo, N. D. (2014). Integrated-skills Approach: Teaching vs. Practice in L2 Acquisition. Monterey, Canada: Defense Language Institute Foreign Language Center (DLIFLC).
2. Merin, K. (2017). The Integrated Skills Approach. Retrieved from https://prezi.com/j_a_d7pdp8vc/the-integrated-skills-approach-isa/
3. Oxford, R. (2001). Integrated Skills in the ESL/EFL Classroom. ERIC Digests. Retrieved from <https://www.ericdigests.org/2002-2/esl.htm>
4. Oxford, R. (2002). Language Learnign Strategies in a Nutshell: Update and ESL Suggestions. In J. C. Richards, & W. A. Renendya, Methodology in Language Teaching. Cambridge: Cambridge University Press.

Appendix-1 (Merin, 2017)
Pictures of the Students Doing the Experiment:



 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>SKILBECK'S (1982) EDUCATIONAL VALUE SYSTEMS IN RELATION TO PRODUCT AND PROCESS APPROACHES TO SYLLABUS DESIGN: A BRIEF ACCOUNT</p>
<p>Jayanta Kumar Das Assistant Professor, Division of English, VFSTR (Deemed to be University), Guntur, Andhra Pradesh</p>	<p>ABSTRACT <i>This paper begins by defining Skilbeck's (1982) three educational value systems and the product (Tyler, 1949) and process (Stenhouse, 1975) approaches to syllabus design. Next, it establishes an association between the three educational value systems, and the two approaches to syllabus design by highlighting their interfaces and relations. The paper ends by throwing some light on some of the key features of a relatively new concept called 'eclectic curriculum' and how the three educational value systems can contribute to make it suitable for the present day education scenario.</i></p> <p>Keywords: Classical Humanism, Reconstructionism, Progressivism, Product Approach, Process Approach.</p>

Before associating Skilbeck's (1982) three educational value systems (classical humanism, reconstructionism and progressivism) with the two models of approach (product and process) to syllabus design proposed by Tyler (1949) and Stenhouse (1975), it is pertinent to provide a brief account of the three value systems in addition to the two approaches to syllabus design.

Classical Humanism: It is the most ancient value system relating to the field of education. The aim of this educational value system is 'to promote broad intellectual capacities' so that they 'can be brought to bear on the various challenges likely to be encountered in life' (Skilbeck, 1982). The outcome of the application of this value system in the field of curriculum design is a content driven curriculum. Based on the content, instructional materials are created. Assessment in the classical humanist approach is norm-referenced. It is an approach which is primarily concerned with language structures such as grammar, translation, phonology, vocabulary etc.

Reconstructionism: Reconstructionism as an educational value system believes in egalitarianism. It is essentially an optimistic ideology which believes that man can improve himself and his environment (Clark, 1987). The application of this value system in curriculum design, we get a curriculum which is primarily objective oriented. These objectives are founded on behavioural outcomes that are to be worked towards. To fulfil these objectives, instructional materials are designed and methodologies are chosen accordingly. This value system has given rise to what is termed as 'end-means' approach. Reconstructionism has influenced immensely the foreign language curriculum design in recent years. As a result of which we have approaches such as audio-lingual, audio-visual/situational, topic-based, and functional-notional to foreign language learning.

Progressivism: Unlike the other two educational value systems, progressivism is a learner-centred approach. It attempts to make learning an independent activity, and to facilitate this it provides learners with learning experiences from which they can learn on their own. This value system lays more emphasis on learning processes and methodology. It is the methodology which determines the whole process of teaching and learning. Contrary to the conventional belief that the role of a teacher is to instruct in the classroom, progressivism propounds a teacher who instead of playing the role of an instructor should be the creator of an environment in which

learners learn and learn how to learn. Its application in curriculum design yields a process approach which is quite contrary to end-means approach to syllabus design mentioned above.

Product Approach: This approach to curriculum development was proposed by Tyler in 1949. Because of its objectivity in approach and systematic organization, this approach is also called as scientific or technical approach. When examined critically, product approach seems like a linear process. It begins with the designer deciding what educational purposes the school should attain in addition to what educational experiences can be provided that are most likely to attain these purposes. The designer also plans ways for these educational experiences to be organized effectively. Finally, the designer examines whether the educational purposes are being attained. To put it differently, product approach can be summarized in the following four steps: step 1: purpose, aims and objectives; step 2: content to be taught; step 3: organization and teaching method; and step 4: assessment and evaluation.

Process Approach: Stenhouse (1975) proposed the process approach in curriculum design. This approach is in contrast to the product approach. In process approach, learners play a predominant role starting from taking decision on instructional materials to evaluation, unlike the product approach where the designer decides by virtue of his authority almost everything for the learners. Syllabus in this approach is not prescribed rather recommended. This approach is quite open in terms of student teacher negotiation. This approach holds the view that learning is not a linear process and so is teaching.

Having discussed the three educational value systems and the two different approaches to curriculum development, it is obvious that the first two educational value systems, i.e., classical humanism and reconstructionism, more or less, can be associated with Tyler's product approach; and the third educational value system, i.e., progressivism can be related to Stenhouse's (1975) process approach to curriculum development. This statement is further substantiated with examples and comparisons from both the value systems and the two approaches in the following.

More than classical humanism, which is very ancient and traditional in nature, Reconstructionism can be associated with Tyler's (1949) product approach. This does not mean that classical humanism is not related in any way to product approach, some tenets of it are very much a part of product approach. For example, in classical humanism there is over emphasis on content and in product approach appropriate content selection and then gradation is also very important. In Reconstructionism, behavioural outcomes are given prime importance. These behavioural outcomes are the objectives to be achieved in the course of teaching and learning. Likewise, in product approach aims and objectives play a pivotal role in determining the nature of educational programmes. Like Reconstructionism, behavioural objectives are preselected to be attained in product approach. Both Reconstructionism and product approach are top-down processes. There is no scope for the learners to decide what they want to learn in both Reconstructionism and product approach to curriculum development. Therefore, it can be said that Reconstructionism and product approach have relatively narrower scope than progressivism and process approach to curriculum development.

On the other hand, progressivism can be associated with process approach to syllabus design. Here, learners are given the prime importance. Learners can negotiate on almost everything they are part of be it instructional materials, methodology and time of study. Another point which shows how progressivism and process approach fall under the same school of thought is their attempts to make learners independent in their learning. Further, in progressivism it is believed that curriculum should be flexible. It should promote natural growth rather than craving to achieve pre-determined end-points or objectives. Corresponding to this, in process

approach there is no pre-determined syllabus as such. Syllabus emerges/evolves out of the student and teacher negotiations in the classroom. Process approach to curriculum design is also open to criticism. This is the reason why there is no fixed syllabus.

The discussion thus far has outlined the three educational value systems and the two approaches to curriculum design. Also, the discussion has attempted to associate the three value systems with the two approaches to curriculum development. In what follows, another approach to curriculum design named eclectic curriculum will be discussed with reference to the three educational value systems. We begin with the rationale behind suggesting an eclectic curriculum.

Eclectic Curriculum: Time is always evolving. With time, our beliefs, social value system and most importantly our world knowledge have changed. Holding this truth to the pedagogic context, it can be said that over the times pedagogical practices have undergone so many changes owing to the change in educational value systems. This change is healthy and is desired by the people of a particular time so that they can keep themselves up-to-date. Change also symbolizes that we are developing. Keeping this understanding in mind if we look at the three educational value systems, it can be said that no single educational value system is complete in itself. There is no perfect or ideal educational value system that can suffice forever to the changes that are happening every now and then in the field of education. Therefore, at best what we can do is to pick up those features from each educational value system which are still valid in our context and time. The following features from the three educational value systems can be included in an eclectic curriculum.


From classical humanism we can take the content aspect; from reconstructionism we can take the element of democratic view of education; and from progressivism we can take the belief of learner-centeredness. We need a balanced fusion of all these aspects in an eclectic curriculum. In the following, the need of these aspects from each of the three educational value systems is discussed.

We need to have appropriate content so that students can relate themselves to the context better and thus their motivation level will be high. Appropriate content increases pedagogical validity. Democracy in education brings equality to all. It gives the same scope to each individual learner to thrive in the educational environment in their own ways, which is very significant. Also, in a democratic educational system everyone has the equal right to raise their voices against anything. Learner-centeredness in education facilitates learning. Like the appropriate content, learners get motivated when they are consulted for everything they are asked to do. Learner-centeredness also supports the democratic view of education. In learner-centeredness, learners are given the right to choose for themselves the content they want to study on.

These three aspects (appropriate content, democratic education and learner-centeredness) are complementary to one another. Therefore, a balanced fusion of all these are required in an eclectic curriculum so as to make the education system a wholesome one.

References

1. Clark, J. (1987). Curriculum renewal in school foreign language learning. Oxford: Oxford University Press.
2. Skilbeck, M. (1982). School-based curriculum development. In Lee, V., & Zeldin, D. (Eds.) Planning in the Curriculum. Milton Keynes: Open University.
3. Stenhouse, L. (1975). An introduction to curriculum research and development. London: Heinemann.
4. Tyler, R. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>THE EXPLOSION OF MOBILE ASSISTED LANGUAGE LEARNING (MALL) IN ENGLISH LANGUAGE TEACHING (ELT)</p>
<p>M. Manasa Research Scholar, VIT, AP Campus, Amaravati, Andhra Pradesh</p>	<p>ABSTRACT <i>The advent of the internet and its ubiquitous accession has transformed the face of English Language Teaching (ELT) with giant strides in Technology Enhanced Language Learning (TELL) using the several available tools and software of Information and Communication Technology (ICT). Computer Aided Language Learning (CALL) heralded the progressive utilization of technology for over four decades now. But, it has certain inherent constraints of mobility, portability, cost and infrastructure. The arrival of smartphones with their innumerable options today accounts for an exponential exploration of the multifarious possibilities of Mobile Assisted Language Learning (MALL). This paper attempts to study the explosion in language learning environment using MALL and its advantages and inadequacies. The comparative inexpensive nature of the mobile gadgets with the in-built internet browser, capable of performing a vast range of functions associated with language learning, advanced customizable software available for every conceivable requirement with enhanced utilization of the learner's free time without the constraints of place and time of a classroom, largely account for the growing popularity of MALL. However, the limitations of the small screen, consequent lower quality of the audio/video, problems of readability and the constraints of memory and data storage need to be addressed for a larger application of MALL.</i></p> <p>Keywords: ELT, TELL, ICT, CALL, MALL.</p>

Introduction

In the progressive process of English Language Teaching, various effective and evolutionary practices have been finding their natural way. Enhanced reliance on the emerging technological advancements and their adaptability to the teaching-learning methodologies take us to the realms of Technology Enhanced Language Learning (TELL) environment with purposeful utilization of Information and Communication Technology (ICT) approaches and tools. It is a long and progressive endeavour in the implementation of ICT tools, from the earliest overhead projectors (OHPs), radio, television, and lingua phone devices to the current online facilities of YouTube, social media, e-books and classified feature-films after the advent of the internet. Among them, the Computer Aided Language Learning (CALL) has carved out a niche for itself in its efficacy in delivering qualitative output in the language acquisition strategies.

Computer Aided Language Learning (CALL)

The e-learning landscape, with the growth of multimedia technology, has opened up new avenues for adopting and enriching the conventional approaches to language learning, heralding the Computer Aided Language Learning (CALL). It started redefining the role of the teacher from that of an imparter of knowledge to a facilitator of knowledge leading the students to more towards self-reliant alternatives of technology-based interactive modes of self-learning, in a way reducing the student-teacher direct interaction. Though CALL has been an effective approach to

supplement the teacher, it is inadequate to replace the teacher in the initial stages. In the acquisition of productive language skills and enhancing the communicative competence, in the absence of a well defined and structured pedagogical framework for a uniform system of the learning-evaluation outcome, several practitioners of language teaching are reluctant to lean on CALL, except as an add-on tool. But, with the development of user-friendly sophisticated and more focused CALL systems tools for diagnosis, feedback mechanism, remedial measures, interactive auto-error analytical procedures, duly aided by artificial intelligence for the assessment of the learner and auto-resetting of the difficulty levels of the language-tasks based on the user's pace and comprehension levels and several such features have recommended CALL to be an indispensable asset in the teaching-learning environment beyond the classroom. In modern times, CALL empowered the learner by defying the limitations of place, time and pace and the easy access to abundant classified data. Advocates of CALL redesign the pedagogical framework adjusting the language learning procedures and practices to the expanding frontiers of CALL duly considering the technological limitations in the design of the systems and models. However, there are certain inherent limitations such as the need for the learner to be before the computer system conditioning the time and the prohibitive cost of the systems-internet and other supportive equipment and the reduced role of the teacher, an ever potential resource.

Mobile Assisted Language Learning (MALL)

The MALL is yet another tool of TELL process, which has come to replace the previous effective CALL approaches by addressing the very deficiencies of CALL and enlarging the horizons of language learning further. It can be well acknowledged as the next generation approach of e-learning with the mobile phones, PDAs, iPods and the MP3 players finding their way into the process of language acquisition in a far more effective manner than a conventional classroom. The hitherto imposed banalities on the social networking platforms like WhatsApp have been emerging as potential boons for facilitating language learning. MALL is not a substitute for CALL, but is an extension enveloping diverse potential for unfurling innumerable possibilities, not possible in a classroom scenario. It is a very flexible, informal approach highly customizable to the individual requirements of the learner making the learning to be almost natural and spontaneous, optimizing the utilization of free time. The current study attempts to focus on some of the pedagogical practices, technological aspects, applications, advantages, constraints and further possibilities of MALL.

Pedagogical Issues

The Language teachers across the continents have sensitized themselves to the ubiquity of the mobile phones, their ever-evolving technologies and consequent potential for pedagogical adaptability in the teaching-learning environment of a foreign language. Paradoxically, the implementation of MALL finds us still clinging to the teacher-centric, behaviourist approach of pedagogy with a thrust on transmission of skills, instead of reorienting towards a learner-centric, innovative collaborative instructional systems and models. The efficacy of MALL applications depends largely on the attitudes and perceptions, design and development of teaching material (i.e. apps) applicable and adaptable to the addressed sections of the learners based on their research design. Pedagogy has become more flexible, adaptable and natural with focused objectives and much more interesting interactive, learner-friendly and outcome oriented modes. The attractive and innovative tasks and the learner-controlled learning ambience enhance the motivational levels and consequent accomplishment levels depending on the strategies of planning, defining the objectives, task structure and effective assessment and feedback pattern.

High Points

MALL scores over CALL in being cost-effective, with its enhanced accession profile, from literally anywhere and anytime. MALL environments enable accession of classroom data and activities and interaction with individuals, groups consisting of peers and teachers. The following are some of the salient features and the major advantages of MALL:

- Dynamic and powerful emerging mode of communication
- Learner-centric, the learner-controlled learning process
- Surmounts the constraints of class, fixity of place and rigid time schedule
- Ubiquitous - can be accessed from anywhere, anytime.
- Customizable to individual requirements
- Flexible in terms of fixing the content, pace and schedule
- The learner can revisit and redo the tasks and obtain an interactive evaluation
- Enhanced portability
- Unlimited connectivity to peers, teachers and other classified resources
- Cost effective with in-built default internet browsers and open-source free applications.
- Supports collaborative learning
- Assists in the diagnosis of language learning issues and suggest remedial measures
- Supports task-based learning in the classroom and outside.

Limitations

In spite of the rapid researches for increased and seamless use of MALL, certain inherent limitations still prevail, requiring further attention and solutions. MALL implementation could be hindered due to several technical aspects such as

- Incompatibilities of operating systems,
- Standardization of hardware
- Cost of the devices
- Internet provisions
- Device dependent constraints of data storage (memory) and retrieval (speed).
- Physical features of mobile devices
- Input/output capabilities
- Ease in operating the touchpad
- The small size of the display screen and moderate quality of sound
- Inbuilt functions for customizing the language learning applications
- Basic skills of the users in accessing the data and applications.

However, the modern smartphones well address these deficiencies and have come up with high speed, broad screen devices comparable to their desktop counterparts. MALL scores over CALL in cost, advantages of accessing from anywhere and anytime. MALL environments enable accession of classroom data and activities and interaction with individuals, groups consisting of peers and teachers from anywhere and at any time.

Mobile Applications

The current times witness a number of mobile applications being developed for bo general purposes in language learning to enable the process to be effective, easy, inexpensive and scalable out-come based. The learning experiences are challenging, innovative, enjoyable and educative in their implementation. Language can be learnt afresh or existing skills could be enhanced or advanced skills could be accomplished through these application. Most of the

applications are open-source with an option for paid premium version downloadable on Android and iOS such as:

- **Busuu:** This multi-language interactive application offers a complex learning experience with modules consisting of comprehensive course and exercises in language, including syntax and accent, assessed in the form of reviews from the native speakers. An initial diagnostic test fixes the level of the learner, which is auto-upgraded or downgraded based on the performance. In addition, optional offline accession to grammar and vocabulary items makes it an all-round one-stop solution for all the language learning issues.
- **HelloTalk:** This application allows the learner to identify the entry-level and provides real-time interactive talking situations with native speakers. Spoken skills, syntactical patterns and more importantly the patterns of articulation including accent and intonation can be fine tuned. Another great advantage is the full-fledged chat experience with access to a wide range of translation and correction tools. A learner can experience being a learner and teacher while talking to individuals of different levels and can also choose the facilitators by gender, age, country and skills.
- **Memrise:** This app improves upon the tested and tried method by the students during the examinations, that of memorizing with the help of some notes and flashcards. A similar pictorial approach endears this to the learners, where they are guided through the complexities of language through simple visual aids, games and chatbots. Initially, the learning process seems to be slow but the learning is lasting and effective. Memrise offers a host of approaches for enlarging the learner's language base and fluency in the spoken and written structures of English.
- **Rosetta stone:** The reputation enjoyed by Rosetta stone as the pioneer in effective language teaching technologies for over three decades is undisputed. The mobile version of the application takes the learner through the very fundamentals of the language and complex concepts at a pace predefined by the learner. Listening and repeating the expressions and matching the picture with the phrases are the initial steps slowly building up skills in grammar, vocabulary and pronunciation also. The progress is reviewable at all times. Paid version permits access to more advanced approaches for language learning.

There are some programme specific, objective-specific applications for the particular chosen aspect of the language. The versatility and abundance of these applications are all-inclusive. They include:

- **English Grammar Book:** This application presents a holistic explanation of grammatical components recurring in both speech and written formats with diverse examples aided with practice quizzes. The rules are well illustrated to construct error-free decent sentences. The audio-video support along with the texts and interactive illustrative exercises self-recommend the application. This is an excellent reference tool for grammar related learning.
- **Learn English Vocabulary:** Graphical, pictorial, animated images or flashcards are classified into categories based on their distinctive use of the words. The function of words under varied contexts is explained with illustrations from life situations. Practice in listening to the words and their identification helps in the accurate way of pronunciation. Younger learners are addressed through discretely guised fun games, cartoons and engaging, classified exercises, and resulting scorecards with a learning-graph evaluation of performance making the self-learning process immensely enjoyable.

- **TOEFL Preparation/Reading Comprehension-GRE Test Prep& Practice:** Specific purpose applications for advanced learners preparing for TOEFL and GRE offer extensive help in the constructs of language, dialogue-listening, grammar, vocabulary, reading comprehension, sentence corrections. The interactive platforms furnish instant feedback evaluation for a just estimation and progress.
- **One Word Substitution:** This application assists the learner in the appropriate use of words punctuating the efficacy of brevity and expressiveness. It defines the meaning of words and explains their correct use within a sentence. Quizzes and exercises are recorded, analyzed and corrected. The bell icon spells the appropriate pronunciation of a word.
- **English Pronunciation Speak/Pronounce English:** Pictorial illustrations of the phonetic structures, phonemes and speech mechanism make the application useful to all categories of learners to pick up right articulation and patterns of accent, tone, modulation, right pace and fluency in the spoken aspect of English. Spell a word in the box option replicates the same word in speech sound either in American or British accent. Recording and replaying mechanism makes self-evaluation precise and accurate.
- **500 English Listening Practice:** A text is read out loud with distinct punctuations and intonation. The components include common words and phrases, idioms, and dialogic expressions. The learning levels are classified as beginning, intermediate and advanced, which vary as easy, daily, medium, and difficult as per the performance of the learner in the interactive exercise platform.
- **Learn English Sentence Master:** The focus of this application is to provide assistance in framing appropriate and correct sentence structures, especially for second language learners. The mother tongue influence is weaned off by providing suitable models for playing in groups with adjustment options of learning levels of the users.
- **English Phrasal Verbs:** This app specifies the meanings of a list of phrasal verbs illustrating with examples and concepts. Several levels of tests are conducted to assess the learning comprehension. The language usage of the learner can be fine-tuned through this app.
- **Text to Speech/T2S: Text to Voice-Read Aloud/Natural Reader:** These categories of apps convert text to speech, highlighting the word or sentence that is being recited for identification of the word with its corresponding articulation. The speed, pitch and the volume can be modulated. New documents can be created, existing documents can be retrieved from internal memory, and data can be stored as well.


Conclusion

In the evolution of TELL, MALL has been proving invaluable with its ever expanding compatibly in the devices as well as the applications in capturing the diverse multimedia data including animations, audio and video resources and text data, their storage and retrieval and implementation corresponding to the need, pace, level and purpose of the learner. Learners, researchers and teachers alike need to take cognizance of the exponential growth of MALL in the recent years and effectively adapt to the system. MALL or m-learning further provides scope for developing customized applications by the users themselves. Corporate Training modules and all the internet resources, previously accessed through desktop computer systems or laptops, are now accessible via m-learning.

References

1. Al-Zahrani, A.S. (2015). Smartphones Wandering at the MALL: A Case Study Investigating the Use of Smartphones on English Oral Learning Skills in a Collaborative

- Mobile-Assisted Language Learning Environment. Ph.D. Thesis, Northern Illinois University.
2. Baskar, S. (2013). How mobile apps influence childhood education. Retrieved from <http://edtechreview.in/e-learning/529-mobile-apps-influence-childhood-education>
 3. Beatty, K. (2010). *Teaching and Researching Computer-Assisted Language Learning*. Harlow.
 4. Brady, T. (2016). *The Implementation of Language-Immersion Technology, Kindergarten through Grade 5: A Multiple-Case Study*. Northcentral University.
 5. Chen, I.J. & Chang, C.C. (2011). Content Presentation Modes in Mobile Language Listening Tasks: English Proficiency as a Moderator. *Computer Assisted Language Learning*, 24(5), 451-470.
 6. Chinnery, G. (2006). Emerging Technologies. Going to MALL: Mobile Assisted Language Learning. *Language Learning and Technology*, 10(1), 19-16.
 7. Cowan, M.R. (2015). *The Projected Use of Mobile Applications for Adult English Language Learners in Class Instruction*. Ph.D. Thesis, Indiana University of Pennsylvania.
 8. El-Hussein & Cronje. (2010). Defining Mobile Learning in the Higher Education Landscape. *Educational Technology & Society*, 13(3), 12-21.
 9. Facer, B. & Abdous, M. (2011). *Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes*. Hershey, PA: IGI Global.
 10. García, S. & Fombona, J. (2015). Approach to the Phenomenon of M-Learning in English Teaching. *Digital Education Review*, (28), 19-36.
 11. Garrett, N. (2009). Computer-Assisted Language Learning Trends and Issues Revisited: Integrating Innovation. *The Modern Language Journal*, 93(1), 719-740.
 12. Ghaderpanahi, L. (2012). Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. *English Language Teaching*, 5(6), 146.
 13. Godwin-Jones, R. (2011). Emerging Technologies: Mobile Apps for Language Learning. *Language Learning & Technology*, 15(2), 2-11.
 14. Jacob, S. & Issac, B. (2008). The Mobile Devices and its Mobile Learning Usage Analysis. *Proceedings of the International Multi-conference and Computer Scientists*, pp.19-21.
 15. Kim, H.S. (2013). Emerging Mobile Apps to Improve English Listening Skills. *Multimedia-Assisted Language Learning*, 16(2), 11-30.
 16. Kim, Y. & Smith, D. (2017). Pedagogical and Technological Augmentation of Mobile Learning for Young Children Interactive Learning Environments. *Interactive Learning Environments*, 25(1), 4-16.
 17. Kolb, L. (2008). *Toys to Tools: Connecting Student Cell phone to Education in and out of the Classroom*. USA: International Society for Technology in Education.
 18. Pandey, K. & Singh, N. (2015). Mobile Learning: Critical Pedagogy to Education for All,” *Handbook of Mobile Teaching and Learning*, pp.107-132.
 19. Ramya, G. & Madhumathi, P. (2016). Teaching Language through Mobile Technology for Kindergarten Children in the Class Room. *Proc. International Conference on Innovations in the Teaching of English Language and Literature (ICITELL 2016, VIT University)*.

 <p>UGC APPROVED JOURNAL No. 48514</p>	<p>TRANSLATING ANECDOTES (AN ANALYSIS OF TRANSLATIONS OF SELECTED ANECDOTES OF ABRAHAM LINCOLN)</p>
<p>Dr. P. Sarath Chandra Assistant Professor of English, MANUU, Hyderabad, Telangana</p>	<p>ABSTRACT <i>We all enjoy hearing interesting stories. Since anecdotes are true stories, they can be very convincing indeed, adding authenticity and authority. An anecdote is a brief tale narrating an interesting or amusing biographical incident. The true anecdote is still the counterpart of the parable and fable. They are culture bound expressions and are difficult to transfer from one language to another. They provide us with a unique opportunity to test translation strategies and techniques, and hence we propose to cover this aspect in this paper. The present paper is an attempt of translating anecdotes from English to Telugu. It intends to address the principle of equivalent effect (or the principle of dynamic equivalence) analyzing the translations of anecdotes of Abraham Lincoln.</i></p>

Introduction

We all enjoy hearing and telling stories. Sometimes we relate ourselves to stories and the characters in them. An anecdote is always based on real life, an incident involving actual persons, whether famous or not, in real places. It is remarked by Edmund Fuller (1980) that, ‘many jokes are anecdotes but not all anecdotes are jokes’. The ancients had Aesop and his fables. The moderns had Lincoln and his anecdotes. For many years, ‘Readers Digest’ featured ‘my most embarrassing moment’, anecdotes with the general theme, ‘life’s like that’, and a common reaction to a well-told anecdote. The Oxford English Dictionary’s definition provides a useful starting point: ‘The narrative of a detached incident, or of a single event, told as being in itself interesting or striking’.

The present study intends to address the following questions:

1. Are anecdotes untranslatable? On the other hand, what kinds of anecdotes are not translatable?
2. How different can be translations of the same anecdote by different people along with their evaluations?
3. How can principle of equivalent effect (or the principle of dynamic equivalence) be brought upon the target audience?

Anecdotes are different and difficult to transfer from one language to another. They provide us with a unique opportunity to test translation strategies and techniques, and hence we propose to cover this aspect in this paper. The present work is a preliminary attempt at an analysis of translations of selected Lincoln’s anecdotes from English to Telugu. For this study, 20 anecdotes with different titles are selected from ‘2500 anecdotes for all occasions’ edited by Edmund Fuller (1980), which is a classified collection of the best anecdotes, from ancient times to the present day. We have also used another useful collection for this study, ‘Oxford book of literary anecdotes’ edited by James Sutherland (1976). The titles given for each anecdote under contents of the text were, Curiosity, Diligence, Generosity, Greed, Kindness/Creative Destruction, Lateness, Quick-thinking, Shrewdness, Temper, Office Seekers, Hitchhiker, Basic

Logic, Lincoln's Grant, Tough Act to Follow, Congress, Lincoln's Boots, Bottom Line, Federal Judgeship, Failure and Commander in Chief.

The same set of 20 anecdotes is given to 15 respondents all from teaching profession to translate them. All the respondents are Telugu-English bilinguals wherein each of them has translated all the 20 anecdotes. They belong to the age group between 25 and 40 years among whom nine were males and six were females. All of them are teachers with English and Telugu as their specializations and are experienced translators.

An Analysis of Translations of Selected Anecdotes of Abraham Lincoln

The detailed analysis of 15 different Telugu translations of the same set of 20 English anecdotes was collected. The set of priorities established by Nida (1969) is followed for the analysis of translations. They are 'contextual consistency should have priority over verbal consistency'. 'Dynamic equivalence should have priority over formal correspondence. 'Heard (colloquial) language should have priority over written language.' Nida states that 'strict verbal consistency may result in serious distortion of the meaning (1969:21)' and a translator should depend on context rather than word-for-word concordance to determine the word meaning and find the right word in the receptor language to produce the same response. (1969:16-17). There are two types of equivalence according to Nida, 'formal equivalence' and 'dynamic equivalence' (1964: 159). In dynamic equivalence, 'one is not so concerned with matching the receptor-language message with the receptor and the message should be substantially the same so that which existed between the original receptors and the message (1964: 159). The priority of the heard language over the written language is important for people who do not read the message but hear them.

Contextual Consistency should have Priority over Verbal Consistency

Let us see the term 'Anecdotes'. Eight respondents have translated it as kathalu, two respondents as viDi vrutthaantamulu, three as anekDoTlu, and remaining two as viDi kathalu. There are different meanings in Telugu for 'anecdotes' which are aithyamulu, viDi vrutthaantamulu, prasaktamu kaani katha, caritra taaluuku aprakaTita vivaramulu. Since this term implies personal experience of a particular person, viDi vrutthaantamulu is the closest equivalent. The title 'Curiosity' has been translated by five respondents asutsukata, Four respondents as, jignaasa, two asaraaTam/utsukata, and the remaining as, parišoodhanabuddhi, utsukata/aašakti, utsaaham, aaraaTam/utsukata. The equivalents they have used generally mean, 'desire to know'. It is felt that none of the translated equivalents is appropriate. The closest equivalent is skutuuhalam.

Nine respondents have translated the equivalent meaning as, šraddha for 'diligence'. Two have given asprayatnam; four asati jaagratta. The closest equivalent is ati jaagratta. For the phrase 'cut him all up' eight respondents have translated as atanni maaTalato campeesey. Tanivitiira buutulu tiTTu by two respondents, 'nijanga atani guarci vraayi' by two respondents, tiTla varSam kuripincu by three respondents. The closest equivalent is atanni maaTalato campeeseyas maximum number of respondents has given. Three respondents translated the title 'Basic Logic' as tarkamu, asalaina tarkamu andsamayasphuurti by two respondents each. It is interesting to note that seven respondents have written it as 'aadhaarabhuutamaina tarkamu. One respondent has translated it as praadhamika vishayaaniki kaaraNam. The closest equivalent is aadhaarabhuutamaina tarkamu that is based on the contextual consistency.

The noun "harmony" has been translated as sammati by six respondents. Aikamatyamu by four respondents, samatalamu by two, saripa duby two andkramaparucu by only one. The closest equivalent issamatalamubased on the contextual consistency. The lexical term 'proportion'

has been translated as paraspara sambandhamu by four respondents, sambandha saamyamu by four, tulanaatmaka sambandhamu by three, niSpatti by two respondents and bhaagam by two respondents. There are other equivalents too for the term 'proportion'. They are pottu, saamyamu, vantu, palu. The closest equivalent among all those is tulanaatmaka sambandhamu.

Five respondents have translated the title 'Lincoln's grant' as linkan's sammatamu, 'linkan sammati' by four, one respondent each as sammatam, linkan yokka daanam, linkan yokka sammatam, and linkans graaNT. Two respondents have not translated it. The closest equivalent is linkan sammati. The respondents have translated the expression "may I inquire of you" as mii gurinci oka viSayam aDigi telusukoovacca by five respondents, neenu mii gurinci oka prasna aDaga vacca by five respondents. Mimmalni oka viSayam aDaga vacca by three and neenu mimmalni prasna vacca by two respondents. From the above translations, the closest equivalent is mii gurinci oka viSayam aDigi telusukoovacca.

The phrase 'another lawyer' has been translated as veeree vakiilu, veeroka nyaayavaadi, tooTi nyaayavaadi, veeroka laayaru and maroka nyaayavaadi. However, here in this context it means tooTi nyaayavaadi but not veeroka nyaayavaadi and based on the contextual consistency we can consider the closest equivalent as tooTi nyaayavaadi. The lexical item 'facetiously' means sarasamuga, haasyamuga or parihaasamuga. This has been translated by only four respondents that too as veTakaaranga. Another significant word is 'subscription', that is written as canda by all the fifteen respondents. However, the dictionary meaning of 'subscription' is sammattior ceevraalu ceeyuTa.

Another interesting term in this sentence is 'federal judgeship'. Though as a title it has different translation, in sentence it is different. Seven respondents wrote the contradiction here is jadji. The remaining translations given by the respondents are samaakhya nyaayamu by three respondents, samyukta nyaayamu by five. Here the closest equivalent is considered as samaakhya nyaayamu as it is based on contextual consistency. The integral terms are 'defeated', 'bid' and 'House Speaker'. It is interesting to note that all the fifteen respondents have written the verb 'defeated' as ooDipooyanu but not ooTami cendenu. And yes, the closest equivalent is ooDipooyanu. Though the correct meaning of the verb 'bid' is aagnaapincu, in this context 'bid' means pooTiiceeyaTam, only five respondents have translated it. It seems that the remaining ten respondents were in a dilemma regarding this term so they did not translate it. The noun phrase "House Speaker" was translated as the same by five respondents while three has given it as spiikar, the remaining as saasana sabhaadhyakSuDu. The closest equivalent based on contextual consistency is saasana sabhaadhyakSuDiga pooTiicesi ooDipooyanu.

Other significant terms are 'rejected' and 'prospective land officer'. The closest equivalent for the verb 'rejected' is niraakarinda. However, all the fifteen respondents have given different translations for it. Ten respondents have given it as tiraskarincabaDenu, three as manjuuru kaanidi and two as tolagimpabaDenu. Similarly, the term 'prospective land officer' has been given as bhuvyavahara adhikaari by one respondent, bhuvmini vyavaharincee adhikaari by three, future land officer by five, bhuvadhikari by three, adhikaari padavi bhuvmini rangamloo by one respondent and bhuvmini adhikaari by two respondents. The closest equivalent for the verb phrase 'rejected as a prospective land officer' is bhaviSyattulo: bhuvmini vyavaharincee adhikaarigaa tiraskarincabaDinaaDu.

Two respondents have translated for the title 'Commander in chief' as sarva seenaapati. It is interesting to note that eleven respondents have given it as sainikaadhikaari and the remaining two have written it as sarva sainyaadhyakSuDua per the priority of contextual consistency. The

meaning of the noun phrase ‘general’s aide’ is seenaadhipati sahoodyoogiand the adverb ‘around’ means naludikkula cuuDaTam. However, none of the respondents has translated this way.

Dynamic Equivalence should have Priority over Formal Correspondence

Six respondents translated the lexical term ‘generosity’ as audhaaryamu. Four respondents translated it asudaarata, two as dayaarasamand the remaining translated each as tyaagabuddi, mancimanasu, daatrutvamu based on the priority of dynamic equivalence audhaarayamuis chosen as the closest equivalent. For the lexical item ‘confederates’ thirteen respondents has been translated assahacarulu, one as sannihitulu and the other as tooTi adhikaarulu. It is interesting that in spite of the dictionary meaning being sahaaparaadi/sahakaari. Hence, saharuluis the closest equivalent. It is a simple and known fact that ‘quick thinking’ means ‘to think fast or soon’, where translation would be as tondaragaa aalooicinaDam. Six respondents have written as siighra aalooicana, four as samayasphuurti, while two have translated tvaraga aalooicinaDam and tondgarapaaTu aalooicana and one respondent has translated asveegamaina aalooicana. It is noted that though eleven respondents have written aalooicana and aalooicinaDam four respondents have translated as samayasphuurti. The closest equivalent issamayasphuurtiimplying the dynamic equivalence as priority.

‘Repeatedly making remarks’ has been translated as padeepadee ceppaDam by six respondents. Maralaa maralaa anaDamby six and palumaarulu etticuupaDam by three respondents. This means according to the respondents the lexical term ‘remarks’ means anaDamor ceppaDam. The closest equivalent according to the priority of dynamic equivalence is palumaarulu etticuupaDam. Another sentence is ‘Douglas still sticks to his as tenaciously as ever’. Daglas maatram monDigaa aayana sthaanamloo yeppaTilaa vunnaaDu by two respondents, Daglas inkaa vadalaleedu aa Saapunu by two, Daglas alaage migili unnaDu by two, Daglas aa koTTunee anTukoni unDenu by six, and Daglas daaniloone munigi teelutunnaaDu by three respondents. The closest equivalent isDaglas maatram monDigaa aayana sthaanamloo yeppaTilaa vunnaaDuas per the priority of dynamic equivalence. The verb phrase ‘urged emancipation’ has been translated assvatantrulani ceeyamani balavanta peTTaga by seven respondents, daasya vimoocana ceeyamani ardhincaga by six, daasya vimoocana ceeyamanaga by two respondents. The closest equivalent is daasya vimoocana ceeyamani ardhincaga.

The title ‘office seekers’ has been translated as kaaryaalayaanni anveeSincuvaaru by three respondents, four as kaaryaalayaalu vedukuvaaru, three as kaaryaalaya sampaadakulu, one as udyoogaanveeSulu, nirudyoogulu, udyoogam koosam, kaaryaalayaalu vedakuTa. The closest equivalent is kaaryaalayaanni anveeSincuvaaru.

Heard (Colloquial) Language should have Priority over Written Language

The adverbial relative clause ‘when you stood in the presence of the falls of Niagara’ has the closest equivalent nayaagaara jalapaatam daggara nilicinappuDu. Only two respondents have given this kind of translation. The interesting thing we can observe is that three respondents have used nayaagaara faals for the English term ‘the falls of Niagara. The equivalents for this relative clause ‘Where in the world did all that water come from?’ are prapamcamlooni ii niiranta yekkaDanuNDi vastundi ani where five respondents have translated; three respondents as prapancamlooni niirantaa yekkaDa nunDi vastumdi, four as prapancamloo inta niiru ekkaDanundi vaccindi, three as prapancamloo yekkaDa nuNDi ii niiru vastundi. Among these equivalents, we can consider prapancamloo inta niiru ekkaDa nuNDi vaccindias the closest equivalent as it implies the heard language.

‘But I’m not going to let my farm know it’ has been translated by eight respondents as ii viSayam polamku teliyakuu Dadani, five as kaani naapolaaniki telianivvanuand two as kaani

neenu naa polaaniki teliikuNDaa unDaalane. From these translations the closest equivalent we can consider here is kaani naapolaaniki teliyanivvanu written by five respondents. The noun phrase 'the old ones would say' has been translated as musalivaaru ceppeevaaru by five respondents, other five as peddalu anTuuvuNDeevaaru, three as aa vuuripeddalu aneevaaru and two as aa vuurilo musalivaaru aNTuNTaaru. Based on the heard language priority, the closest equivalent is musalivaaru ceppeevaaru.

Eight have given the meaning for the lexical item 'Greed' as aaša. While five translated it as atyaasa/aaguDu and two have written as peeraasa/lokam tiiru. This reveals that the closest equivalent for 'Greed' is atyaaša. The phrase 'wailing aloud' has been translated as pillalu peddaga eeDustunnaaru by eight respondents, four respondents as booruna eeDustunnaaru, remaining two and one respondent have written it as gaTTigaa eeDustunnaaru and eDpulu. Here the closest equivalent is booruna eeDustunnaaru. For the lexical item 'walnuts' ten respondents has termed it as aakroTlu, and five respondents transliterated it as vaalnuTlu. The closest equivalent is obviously aakroTlu. The dictionary meaning of 'corpse' is preetamu/šavamu, piinugu. Two respondents have translated as mrutadeehamand one as caccinavaaDu. Hence, the closest equivalent can be šavamu as it is based on heard language priority. The noun phrase 'a roar of laughter' has been translated as fakkuna navvulu by four respondents, five as gaTTiga navvulu, other three as biggarugaa navveeru and one respondent each has translated it as navvulavaana and harSa ghoSaNa. The closest equivalent is biggarugaa navveeru.

The noun phrase 'a piece of my mind' has been translated as naaloo unna maaTalanu by seven respondents naa manasuloo unnadi by five and anaalanukunnavi by three respondents. In this context, anaalanukunnavi aNTaanuis the closest equivalent though it is translated by three respondents. This is justified since all the other respondents' views are based on heard language. The expression 'with pleasure' has been translated by six respondents as santooSanga, five as aanandanga, four as aahlaadanga. The closest equivalent is santooSanga. The noun 'proportion' has different equivalents in Telugu. vantu, bhaagamu, paalu sariyagunaTlu, saamyamu, pottu, kolatalu. Among all these equivalents, only three equivalents have been taken by the respondents those are saamyamu, pottu, kolatalu. The closest equivalent for the phrase 'the correct proportion' is samaana pottu which is based on the priority of heard language. Two respondents have translated for the lexical item 'bloodshed' as raktamu cindincu, koTTukoovaDam by four, praaNa naSTamu by three, raktapaatamu by two and goDavalu by two respondents. The equivalents in Telugu are, praaNanaSTamu, praaNahaani, raktapaatamu, netturucindincuTa. The respondents have chosen only two equivalents in their translations. From those we can consider the closest equivalent as raktapaatamu.

'Remarkable success' has been translated as gamanaarhamayina vijayamu by four respondents, asaadharaNamayina vijayamu by three, meccukotagina lakSyasiddi by three, vintaina kaarya falitamu by three, and suspaSTamaina by two respondents. The closest equivalent can be asaadharaNamaina vijayamu. The term 'incompetence' has been translated as asamardhata by six respondents, ayogyata by five, ceetagaanitanam by three and anarhata by one respondent. The closest equivalent can be asamardhata based on heard language. The past verb 'dissented' has been translated as sammatincakapoovu by five respondents, oppukooleedu by four, angii karincalcedu by three, bhinnaabhipraayamu kaliginvuNDu by one and viruddaabhipraayamu kaliguNDu by one respondent. The closest equivalent is oppukooleedu. The lexical item 'whiskey' has been transliterated by four respondents as viski, and the rest assaaraayi. The equivalents in Telugu for 'whiskey' are oka dinusu saaraayi, mattu paaniiyam. Based on the respondent's translations, we can consider the closest equivalent assaaraayi.

It is known fact that the title ‘congress’ means a political party. Interestingly nine respondents have transliterated the title ‘congress’. Three respondents have translated it as sabha while the remaining three as sabha/kaangres. The closest equivalent is sabha which was given by only three respondents. The translation for the sentence ‘Lincoln ran for congress as a Whig’ is linkan oka raajakiiya paarTi sabhyuniga paniceesinappuDu given by six respondents. raajakiiya paarTiini linkan naDipaaDu by four respondents, linkan kaangreslo viggiiga paniceesaaDu by three respondents and linkan oka raajakiiya sabhaku viggiiga vunnappuDu by two respondents. The closest equivalent is linkan oka raajakiiya paarTi sabhyuniga paniceesaaDu. ‘Social customs’ has been translated as vaari vaari alavaaTlu by three respondents followed by saanghiika aacaaraalu by another three. Five have written as saanghiika viSyaalu, one as sangha pracaaraalu, two as bhaaSa, mata aacaaraalu and one as saanghiikamaina duraacaaraalu. The closest equivalent is saanghiika aacaaraalu based on the heard language. Another interesting adverb is ‘tartly’ has been given by three respondents as camatkaaranga/gaTTigaa, kaTinanga by two, adoka vidhangaa by two, vyangyangaa by four and curukumaneela by four respondents. The closest equivalent however, is kaTinamayina.

The respondents have translated the compound noun ‘courtroom’ in different ways. Nyaayasabha gadi by seven respondents, nyaayasthaanamuby five, raajasabha gadi by three. The closest equivalent among all the three translations is nyaayasabha gadi which is based on heard language. For the lexical item ‘scuffle’ five respondents have translated it as dvanda yuddamu, kustii by five, dommi yuddamuby three and pooTlaaTa by one respondent. The closest equivalent is kustii based on the priority of heard language. For ‘facetiously’ five respondents has been translated assarasamuga, haasyamuga by four, parihaasamuga by one, heeLanagaa by one and veTakaaranga by four respondents. The closest equivalent can be veTakaaranga as it is based on heard language. The vital terms are ‘pestered’ and ‘federal judgeship’. For the term ‘pestered’ two respondents have translated as baandhincenuvisigincenu by four, piiDincenu by four and veedhincenu by the remaining two respondents. The closest equivalent is visigincenu. The expression ‘I’m sorry’ has been translated as nannu kSamincuby eight respondents, kSamincaNDi by three and kSamincu by four respondents. The closest equivalent is nannu kSamincu. Similarly, the phrase ‘too late’ has been written as caalaa aalasyamainadi by three respondents and a maximum of ten respondents have written caalaa aalasyangaa vaccaavu. The closest equivalent is caalaa aalasyangaa vaccaavu’ as it is implied on heard language priority.

The prepositional phrase ‘On a tour of inspection’ has been translated as parisiilincuTaku vellinappuDu by four respondents. TanikhiiceeyuTaku vellinappuDuby six, inspekSan nimittam vellinappuDu by two and cuuDaTaaniki vellinappuDu by three respondents. The integral term in this prepositional phrase is ‘inspection’. Six respondents have written it as tanikhi, while one has given as inspekSan, other four as parisiilincatam and two as cuuDatam which is not relevant. The closest equivalent is tanikhi. So, the closest equivalent among all the translations is tanikhii ceeyuTaku vellinappuDuas it is implied to heard language. The term ‘pestered’ has been translated as baandhincenu by two respondents, visigincenu by four, piiDincenu by four and veedhincenu by the remaining two respondents. The closest equivalent is visigincenu which is based on the heard language.

Conclusion

The present work has been to analyze the translations of selected anecdotes of Abraham Lincoln. We have demonstrated how this has been achieved by answering the questions raised. Our first question is whether anecdotes are really untranslatable. Only some anecdotes, which are language-specific, are problematic to translate. We can see that all kinds of anecdotes are not

untranslatable. The second question is to see how differently different people could translate each anecdote. The differences arise when there is more than one TL closest equivalents existed for the SL item. So we find that each of the translated versions of the same anecdote is different. The last question as to how the equivalent effect can be brought upon the target audience is difficult to answer. It is difficult to expect the translated anecdote to produce the same effect because no two people of the same age/profession with similar linguistic, cultural and socio-economic background translate in the same way.

Bibliography

1. Boller, F. Paul. 1981. *Presidential Anecdotes*. Oxford University Press: New York.
2. Fuller, Edmund. 1980. *2500 Anecdotes for all occasions*. (Ed.). Avenel Books: New York.
3. Greenhaigh, Trisha. 1997. *A sting in the tale: the use of an anecdote as a research tool*. Quackfiles.com
4. Hanser, Richard. 1958. *The laughing Lincoln*. *Saturday Review*. XLI.
5. Howatson, M.C. 1993. *The Concise Oxford Companion to Classical Literature*. OUP. Oxford: New York.
6. Lakshmi, H. 1993. *Problems of Translation*. Booklinks Corporation: Hyderabad.
7. Lee, T. Lemon. 1971. *A Glossary for the Study of English*. OUP: London.
8. McPherson, James M. 1992. *The Art of Abraham Lincoln*. *Review of Books*: New York.
9. Newmark Peter. 1981. *Approaches to Translation*. Oxford: Pergamon.
10. Nida, E.A. 1961. *Bible Translating*. United Bible Societies: London.
11. Nida, E.A. 1964. *Towards a Science of Translating*. Leiden: E.J. Brill.
12. Nida, E.A. & Taber, C.R. 1969. *The Theory and Practice of Translation*. Leiden: E.J. Brill.
13. Reddy, G.N. 1978. *English-Telugu Dictionary*. Telugu Akademi. Hyderabad.
14. Reuben and Sholto Percy (Ed.). 1868. *The Percy Anecdotes*. (J. Byerley and J.C. Robertson). www.quackfiles.com.
15. Samson, J.A. & Weiner, E.S.C. 1989. *The Oxford English Dictionary*. (Ed.). Vol-1. Clarendon Press: Oxford.
16. Shaw, Valerie. 1992. *The short story: A critical Introduction*. Orient Longman: London.
17. Snowden, D. 1999. *Story Telling: An Old Skill in a New Context*. *Business Information Review* 16(1): 30-37.
18. Sutherland, James. 1976. *Oxford Book of Literary anecdotes*. (Ed.). OUP: p-vii
19. <http://www.freecontentweb.com/content/critical-analysis-nida%E2%80%99s-dynamic-equivalence-theory-translation-theory-essay>

About ICSSR:



Indian Council of Social Science Research (ICSSR) was established in the year of 1969 by the Govt. of India to promote research in Social Sciences in the country. The council gives advice to its users, sponsors social science research, projects and administers grants to institutions and individuals for research in social sciences. It suggests areas in which social science research is to be promoted and adopts special measures for development of research in neglected or new areas. It gives financial support to institutions, associations, and journals engaged in social science research.

About VIGNAN:



VIGNAN'S

Foundation for Science, Technology & Research

(Deemed to be University)

-Estab. u/s 3 of UGC Act 1956

Vignan Group of Educational Institutions run by Lava Educational Society was founded by Dr. L. Rathaiiah, a visionary educationist, in 1977. Today, with a student base of 45,000, it is one of the largest groups of educational institutions in the state of

Andhra Pradesh with a host of Schools, Junior Colleges, Degree Colleges, PG Colleges, Pharmacy Colleges and Eight Engineering Institutions. The group caters to the needs of students from Kindergarten to Doctoral level.

About Division of English:

The English Division under the Department of Science and Humanities offers courses from Basic to Advanced levels of communication to the Departments of Engineering, Science, Management and Pharmacy. Courses offered by the faculty of English Division include English for Academic Purpose, Functional English, Business English, Soft Skills and Professional Ethics. The Department of S&H, conducts a wide range of extra-curricular programmes to sensitize the students on socio-cultural and ethical issues affecting human well being in the professional environment. The Division of English is supported by a team of motivated faculty members with proven expertise in their fields. It also offers the Doctoral Research Programme in the focus and thrust areas like Indian Writing in English, English Language Teaching, Indian Literature in English Translation, World literature, Literary Criticism and Comparative Literature.

Chief Editor

Dr. Ashok Yakkaldevi

Associate Editors

Dr. T. Manichander
Sanjeev Kumar Mishra

Guest Editors

Dr. G. Mohana Charyulu
Prof. Sharada Allamneni